
The committee wants a basic training in special education to be made a compulsory part of initial training for every teacher, so that

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tion of educational maintenance allowances has become politically stainable.

Doubts must remain about where this leads to. There is no shortage of alternative uses for large sums of money. No one can predict with any certainty how much money is needed to buy 50,000 more upper secondary students. There are, of course, compensations to take into account, including the valuable cost-benefit of keeping 50,000 a year out of the unemployment statistics and supplementary benefit queues. But this scheme can be supported only if there is at the same time a willingness on the part of the Government to take a new and thorough look at all the different forms of social benefits and payments which are directed towards the 16 to 19 age-group.

Councillor Mrs. A. Cowell, chairman of the management committee of Highfield School, said: "I notice a certain amount of art creeping into the school curriculum. In its place this is a good thing, but it can be overdone. We don't want a whole lot of fancy things."—from the *Blagden and Tyneside Courier*.

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Unreadable science textbooks

School science textbooks are so unreadable as to be useless, Mr Keith Gardner, director of the Schools Council project on the effective use of reading, told a conference on textbooks organized by the Council of Subject Teacher Associations in Sheffield last weekend.

Mr Gardner said it was not surprising if the reading abilities of pupils did not appear to improve during secondary education. His project found that only 10 per cent of lesson time was devoted to reading of all kinds. This was mainly made up of activities of less than 30 seconds' duration, involving reading a single question, sentence or phrase to produce a written answer.

This meant pupils were ill prepared to study at O or A level.

The project looked at the textbooks used in a number of secondary schools. In his paper for the conference, Mr Gardner said: "In science, and to a lesser extent the humanities, the readability level of texts was such as to render these texts extremely difficult for average pupils. This was especially true of texts used in the lower school."

"Most pupils on entry to secondary schools were confronted with reading material which might properly be designed for third and four year pupils."

Mr Gardner called for a new kind of textbook that encouraged efficient reading. This would require a fundamental reconsideration of presentation and layout. He suggested that texts should be prepared by writers rather than subject specialists, and that there was a need to re-examine the place of reading in children's learning.

Race row flares over C of E school plan

by Caroline Haydon

The Church of England in the multi-racial London borough of Ealing is under fire for proposing a new denominational school which has been labelled "divisive".

The row is also expected to raise queries about whether white, middle-class parents are choosing church schools in the hope of guaranteeing their children education in less racially mixed schools, rather than for religious motives.

The Conservatives, who wrestled control of the council from Labour in this month's local government elections, are backing church plans to turn over an existing high school, under-subscribed because of falling rolls, for use as a denominational school.

Ealing, an area with a high Asian population, already has two first and two middle Church of England schools, although local clergy are said to be split on the idea of separate religious education.

No one has publicly mentioned the name of the school, although it is thought likely to be in the east of the borough, where there are more spare places.

A group of clergy, supported by the London Diocesan Board of Education, have already conducted their own survey to assess public reaction. They claim that although it

showed the school would be almost inundated with applicants and would be oversubscribed well into the 1980s, Labour "shelved the idea indefinitely" by turning the question over to a council working party on falling rolls.

The Rev John Ashby, who is spearheading the campaign, said the church was in no way being racially discriminatory or elitist. "We need this school in Ealing because when they finish at Anglican middle school in the borough at the age of 12 children have nowhere to go."

"It is difficult for our pupils to go on to C of E secondary schools in the L.E.A., which transfers a year earlier, at 11."

Children from other ethnic groups were by no means excluded from church schools, he said. "Neither baptisms nor even membership to the Christian faith are necessary qualifications, though the Church would naturally be encouraged to see that the proportion of non-Christian children did not become so large that the ethos of the school was in danger of being submerged."

"The overall intention is that while the Church of England seeks

to make a distinctive contribution to the nation's whole educational programme, it wants to do this within the total pattern, not in isolation."

But the Rev Malcolm Smart, rector of Grosvenor and chairman of the Bethlem Church of England Schools, said that Ealing clergy were split "evenly" on the plan. "The question of whether we can support C of E schools in the long term is fraught with problems."

"If we support these, we must support separate Sikh and Muslim schools, and this could be very difficult within British society. But there has been much misunderstanding. Many people who are pressing for this school have never set foot inside a church. They are doing it because there has been a reaction against the comprehensives. Some don't realize that our school would also be a comprehensive."

The plan was attacked this week by the opposition leader of the council Mr Michael Elliott, who said that Labour's plan was to institute a discussion on religious education in all the borough's schools. "In a multi-racial borough like Ealing the last thing we want is divisiveness in education."

Accident prompts seat belt appeal

Bert Lodge

"We do not want to see a thorough review of the current law on seat belts. We feel there may be a separate religious school for the people who have serious problems in seeing their children in other schools."

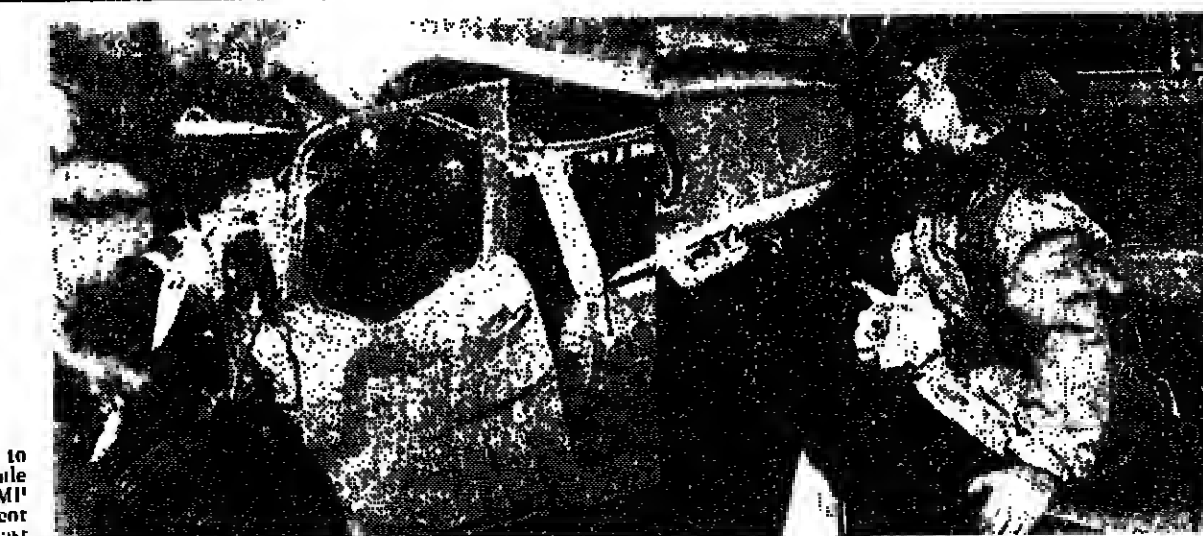
Ealing has two Roman Catholic high schools, and the community wants to set up a third, free-paying school. The Church of England could attract 85 per cent of the scheme was approved last week by Mr David Hunt, MP for Ealing, following the accident which killed a 15-year-old boy and six children died.

The London Borough of Ealing has transferred a secondary school to the other last year. Its aim was to complete last year's transfer of a school from the other side of the borough.

Mr Hunt was sponsor of the Bill which became law in England, and a similar one completed last year. The Bill was introduced by the Conservative MP, Mr David Hunt, MP for Ealing, following the accident which killed a 15-year-old boy and six children died.

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The cost of seat belts and the cost of life—local authorities should follow the lead of sensible parents and ensure such belts are fitted in all school minibuses, suggests Mr David Hunt, Conservative MP.

representatives of voluntary bodies in July with a view to this. Before the Minister Act uncertainty about the legal position led to buses being withdrawn from service in some areas. Difficulty sprang from the stipulation in the Road Traffic Act that if any money changed hands in connection with a school journey then "hire or reward" had occurred. It added that the vehicle carried more than eight passengers—and nearly all school buses did—when it was a Public Service Vehicle, and if a teacher was in drive it he had to acquire a PSV licence. This cost no more than £21 but it involves a test lasting two hours or more.

Now, under the Minister Act, exemption may be obtained for a minibus carrying not less than eight and not more than 16 passengers. The bus from Ramsey primary school near Warwick which was in collision with an articulated lorry last Sunday was carrying 11 pupils and the driver, deputy head Mr Andrew Stubbs.

Exemption permits under the Act are granted by the Traffic Com-

missioners or by designated bodies which may be local authorities. Though Essex is a designated body it recently decided to restrict the granting of permits to the county's own vehicles having such organizations as schools to seek their permits from the Traffic Commissioners.

The vehicle in which Mr Stubbs and six children died did not belong to a school but was on loan from a secondary school in Warwick, a common arrangement in a county which has some very big and some very small schools.

Though the Essex authority has always made a point of neither buying nor financing any school minibuses, it is laying down as far back as 1968 very definite regulations for any school which did. In the first instance its transport officers will advise any school on its needs at funds and where it can be bought.

Once bought it must be regularly serviced at a garage approved by the authority. In other parts of the country servicing of school-owned

buses is carried out by the authority's own transport department. Possibly the most important element, insurance, is left to the head, who is usually designated in law as the owner although in some cases it may be an officer of the Parent Teachers' Association which has bought the vehicle. Although heads are free to shop around they can make use of the county's own arrangements. In any case, another requirement is that the authority's insurance officer must satisfy himself that the insurance is adequate.

One estimate is that the initial premium for an average school minibus would run to about £70 to £80 a year though this would, of course, be reduced in subsequent years by a no-claims bonus. A county spokesman said it was his impression that the accident into which the 80 or so school minibuses in Essex had been negligent, not even any minor accidents on record. Although the PSV driving licence is no longer obligatory, it is a test not teachers mentioned to drive the school minibus.

Councillors threaten action on fee plan

Labour councillors in Manchester City are threatening to take their Conservative counterparts in Greater Manchester to court over a scheme to pay for some children to go to independent schools.

The Labour members are upset about Greater Manchester's assisted places scheme, announced last month, for a number of reasons. First, the county is not an education authority and was not given education functions. Therefore, Mrs Shirley Williams, the Education Secretary, who has said she "deplores" the plan, cannot compel it to comply with the provisions of the 1976 Education Act.

Second, Labour dislikes the move for educational reasons. The party, which is committed to comprehensive state education, abhors the idea of a £1.12m trust being set up to help 400 children to go to private schools, especially since the money this year is in came from the amount saved by the equity on school milk as a result of the new EPC subsidy.

The Local Government Act 1972 allows Greater Manchester to "incure expenditure which in the opinion of the council is in the interests of the county or any part of it or of some of its inhabitants." Labour members of Manchester City, which is one of the districts within the metropolitan county, are outraged that the Conservatives within the county can use ratepayers' money for this purpose. The city claims it will have to pay one-fifth of the cost of the scheme.

Training body gets five more years

The Government's Advisory Committee on the Supply and Training of Teachers (ACSTT), set up in 1973 for a five-year term, will continue for a further period on broadly the present pattern, Mrs Shirley Williams told the House of Commons on Monday.

Fewer than one third of the 29 members are practising teachers although most of the remainder, representing teacher, educational and local authority associations, have had teaching experience.

Labour camp threat to young vandals

The use of labour camps and detention centres cannot be ruled out if vandals are to be stopped, says a report now being studied by the Home Office. It also says that parent-teacher organizations are important to help fight vandalism in schools.

The report is written by Det. Chief Inspector Alan Cross, of the West Midlands force, who has carried out detailed research in Britain and America into the help of a Churchill scholarship.

Strong measures are needed to stamp out deliberate destruction to property which can lead to death and injury as well as costing money, he says. Latest Home Office figures put Britain's anti-vandalism bill at £100m a year.

Arguing for more sanctions against out-social behaviour, Mr Cross says that while education and other constructive long-term measures must be used, "deterrence and retribution must also have its place". Measures like corporal

punishment and the use of labour camps are not so compelling either.

Some contrasts between England and Ireland strongly influenced the report. The National Education Awards in 1976, BNC and TSC, were given to a group of 100 pupils in the United Kingdom, but in Ireland there is a clear advantage to a single valuing body in secondary education, which is at least to create a pyramid of courses in a definite order.

A high proportion of the pupils in the Irish school system are in the club of our own. Almost every teacher who uses the CoRT Thinking lessons

Are you failing your thinkers?

Almost every teacher who uses the CoRT Thinking lessons is surprised by the non-academic pupil who suddenly turns out to be much better at thinking than at absorbing new material. The thinking lessons seem to give such pupils a chance to shine and to achieve and the confidence so gained can spill over into other areas.

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Teaching schoolchildren to use libraries

The British Library has recently published a significant review of British and American material currently available, which deals with secondary school education for library and information use. Covering articles, books and audio-visual aids, the report makes recommendations, draws conclusions, and details the basic standards for programmes which teach secondary schoolchildren to use libraries.

With an annotated bibliography

User Education in Schools by F V Winkworth, 47pp, 1977. ALRD Report 5301. ISBN 0 905984 08 0. Price £3.00. Available from Publications, The British Library R & D Dept, Heron House, Great Chapel Street, London W4V 4EJ.

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PERSONAL COLUMN

Gerry Fowler
Bitten by
Irish bugs

and thus in education, not least in respect of the staffing of the relatively new comprehensive and community schools.

Such schools still form only a small part of the Irish school system. The great mass of children are educated in secondary (grammar) or vocational (roughly, second level) schools. In the latter we proudly boast that some 90 per cent of children of secondary age are now in comprehensive schools—some 10 times the Irish proportion.

There may be doubts—expressed by Brian Simon and Corollus Benn—about the comprehensiveness of our schools. We may still have our Tamesides. (And in the best tradition of British politics, I am sympathetic with the former chairman of that benighted department, the Education Committee, who lost his seat in the recent local elections.) But the battle for non-selective secondary education is seen by most serious men as nearly over—in default at least of a wave of black-boysonism sweeping the country. In Ireland the battle has scarcely begun.

Stranger still, in this island rural Wales was in the van of the comprehensive revolution. This was not for reasons of political philosophy, or even of educational grounds alone. It was often stark necessity. In areas of sparse and scattered population, it may be intensely difficult to maintain a selective and divided secondary sector.

Yet in that other Celtic country just across the sea, much of it mountainous and outside the Dublin area sparsely populated, the same

logic has failed to operate. What was seen here as a necessary step is not so compelling either.

Some contrasts between England and Ireland strongly influenced the report. The National Education Awards in 1976, BNC and TSC, were given to a group of 100 pupils in the United Kingdom, but in Ireland there is a clear advantage to a single valuing body in secondary education, which is at least to create a pyramid of courses in a definite order.

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Birthrate up again after all-time low

After years of decline, a rise in the number of births was officially confirmed this week. The Office of Population Censuses and Surveys said that though the birth-rate in 1977 was the lowest ever recorded, there were signs by the end of the first quarter of 1978 that the decline had been arrested.

Births were 2,000 up on the same quarter last year. Registrations for the first 18 weeks of this year were 1.7 per cent up on the same weeks in 1977.

But there is still no evidence of an increase in the number of children born in every woman of child-bearing age.

The birth-rate last year was 30 per cent below the rate in 1971. It is believed to have been the result of a tendency to have fewer children, to defer having children and even to defer marriage.

In 1966 the highest number of births occurred, one year after marriage. By 1976 the largest numbers were three years after marriage.

But there would be a limit to the length of time that these factors could continually cause the birth-rate to fall. If families were merely being deferred, as some surveys suggested they were, then the birth-rate should stabilize again, albeit at a lower level because of the tendency towards smaller families.



and, of course, a little season.

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by Michael Holt

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کتاب من اربع

The Warnock report on the handicapped

A summary of recommendations

The scope of special education

The planning of services for children and young people should be based on the assumption that there are six children in any time and up to one in five children at some time during their school career who require some form of special educational provision.

The term "children with learning difficulties" should be used in future to describe both those children who are currently categorised as educationally subnormal and those with educational difficulties who are often at present the concern of remedial services.

Section 8(2)(c) of the Education Act 1944 and Section 5(1) of the Education (Scotland) Act 1962 (as amended) . . . should be amended to embody a broader concept of special education related to a child's individual needs as distinct from his disability and a wider description of children which includes those with significant difficulties in learning, or with emotional or behavioural disorders, as well as those with disabilities of mind or body.

(Section 8(2)(c) of the 1944 Education Act states that local education authorities shall have regard "to the need for securing that provision is made for pupils who suffer from any disability of mind or body which renders them incapable of receiving education in a school or otherwise, special education by special methods appropriate for persons suffering from that disability.")

Discovery, assessment and recording

A basic programme of health surveillance should be provided for all children as recommended in the Warnock report.

The practice of giving health visitors additional training to enable them to add understanding of young children with special needs to their existing knowledge of child development . . . should be extended.

A personal folder, containing



records of his progress and other factual information about him, should be maintained in school for every pupil and should be readily available for consultation.

The results of professional consultations and sensitive information given in confidence about a child's social background or family relationships should be recorded in a separate, confidential folder. Local education authorities should operate procedures for monitoring

whole age groups of children at least three or four times during their school life.

Section 34 of the Education Act 1944 and Section 63 of the Education (Scotland) Act 1962 should be amended to give local education authorities the power to require the multi-professional assessment of children of any age (after due notice to parents) and to impose on them a duty to comply with a parental request for such assessment.

Section 34(1) of the 1944 Education Act says: "It shall be the duty of every local education authority in ascertaining what children in their area require special educational treatment, and for the purpose of fulfilling that duty any officer of a local education authority authorised in that behalf by the authority may by notice in writing served upon the parent of any child who has attained the age of two years require him to submit the child for examination by a medical officer of the authority for advice as to whether the child is suffering from any disability of mind or body and as to the nature and extent of any such disability; and a parent upon whom such a notice is served fails without reasonable excuse to comply with the requirements thereof, he shall be liable on summary conviction to a fine not exceeding £5."

Section 34 (2) states: "If the parent of any child who has attained the age of two years requests the local education authority for the area to cause the child to be so medically examined as aforesaid, the authority shall comply with the request unless in their opinion it is unreasonable."

There should be five stages of assessment and a child's special needs should be assessed at one or more of these stages as appropriate. The progress of a child with special educational needs should be reviewed at least annually.

Parents should have the right of appeal to the appropriate Secretary of State and a decision by a local education authority to record or not to record their child as in need of special educational provision, Children under five

The education of children with disabilities or significant difficulties must start as early as possible without any minimum age limit. In the earliest years parents, rather than teachers, should be consulted, wherever possible, as the main advocates of their children.

A handbook should be available for each area giving information about local facilities for children with special needs and their parents.

One person should be designated as Named Person to provide a point of contact for the parents of every child who has been discovered to have a disability or who is showing signs of special need or problems. In most cases the health visitor should be the Named Person in the early years.

The parents should be given the office telephone number of an officer of the local education authority who will have been provided with information about their child and, if the arrangement for their Named Person proves unsatisfactory, will put them in touch with another professional better placed to help them.

There should be a comprehensive periodic teaching service which would cater, wherever possible, for children with significant difficulties or significant difficulties of any type and cover every type of disability or disorder.

Nursery education provision for all children should be substantially increased as soon as possible since this would have the consequence of providing opportunities for nursery education for young children with special needs could be correspondingly extended.

Special nursery classes and units should be provided for young children with more severe or complex disabilities. Special education in ordinary schools

Before a child with a disability or severe difficulty enters an ordinary school, the teaching staff should discuss among themselves and agree a plan for securing the maximum educational and social interaction between him and others in the school.



Special classes and units should wherever possible be attached to and function as part of ordinary schools.

Before Section 10 of the Education Act 1976 comes into force, the Secretary of State for Education and Science should issue comprehensive guidance to local education authorities on the framing of their future arrangements for special educational provision.

Special education in special schools The facilities and expertise of special schools should be more widely available to provide intensive specialized help on a short-term basis and sometimes of short notice.

Firm links should be established between special and ordinary schools in the same vicinity.

Within each local authority area some special schools should be designated and developed as resource centres, that is centres of specialist expertise and of research in special education. Much closer links should be established, to the benefit of both sides, between maintained special schools and local education authorities.

Residential special schools should be organized on as flexible a basis as possible, and should retain the capacity to remain open at weekends so that there is a genuine choice as to whether or not the children return home at weekends.

Where the multi-professional team which assesses a child's needs at stage four or five of our proposed assessment procedure concludes that the child should have a home visit or other regular intervention, the local education authority should meet all or a substantial part of the cost.

Local education and area health authorities should provide the necessary space, equipment, nursing and secretarial help to enable medical specialists to hold their clinics in special schools.

Area health authorities should ensure that continuity of treatment and where necessary nursing support is provided for children during the school holidays.

Wherever appropriate, the governing body of a special school should include a time-appointed person in the maintained sector is inadequate, so it is particularly for children with emotional or behavioural disorders and those

with severe learning difficulties should be increased to a level within the general curriculum. The teaching of child development should always take account of the needs of children with disabilities, particularly in the area of social interaction, and should include the effects of common disabilities and other factors which influence development.

These responsibilities for validating and for the inclusion of a special education element in the curriculum should always involve approval of all initial teacher training courses. A determined effort should be made to ensure that short-term school which cater for disabled children should be provided as a condition of approval of all initial teacher training courses.

Personal counselling, financial

support, etc. Better counselling on personal relationships should be available to young people with special needs and their parents from a variety of sources. More research should be carried out into how sexual counselling can best be provided for young people with special needs.

Local education authorities should use their discretionary powers for one generously in making discretionary awards to students with disabilities or significant difficulties who enter further education. A more rational and uniform approach to the provision of aids for handicapped people throughout the country should be developed.

Further consideration should be given to the needs of young people with disabilities for whom mobility is particularly important, aged 16-17 and those who special help to travel in and out of work.

Further education and training special education element should be included in all courses of teacher training, including those leading to a postgraduate certificate in education. It should be included in all courses of teacher training, including those leading to a postgraduate certificate in education.

The training provided through the existing initial teacher training courses directed to work with children currently described as severely educationally subnormal should be closely monitored by Her Majesty's Inspectorate and its effectiveness in preparing teachers to work with such children evaluated.

There should be a range of recognized qualifications to be obtained at the end of a one-year full-time course of its equivalent. The list of qualifications which at present entitle a qualified teacher to obtain extra payment under the

terms of the Burnham Salaries Document should be extended to cover all recognized qualifications in special education in the range proposed above.

From a date to be announced well in advance, the extra allowance payable to teachers in special schools and special classes in England and Wales should be abolished.

The extra payment for a recognized qualification in special education should continue to be made after a teacher reaches the maximum of his salary scale, whether he is teaching in an ordinary school or a special school.

The exception of teachers of craft, domestic or trade subjects from the present requirement on other teachers of blind, deaf or partially hearing pupils in England and

Further education Within each region there should be at least one special unit offering special courses for people with more severe disabilities or difficulties which would be in an establishment of further education. Some establishments should offer specialized versions of further education courses for people with special needs.

Every establishment of education should designate a member of staff as responsible for the welfare of students with disabilities and for the welfare of other members of staff on the child needs. A coordinated effort should be made to ensure that short-term school which cater for disabled children should be provided as a condition of approval of all initial teacher training courses.

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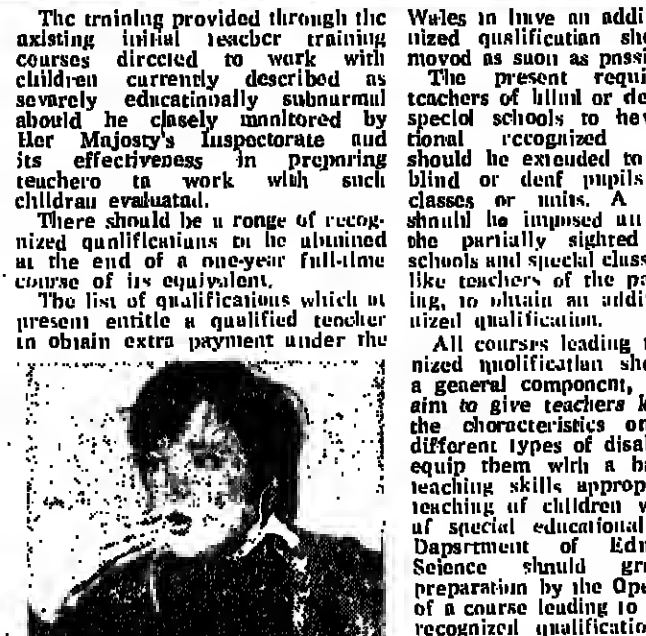
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Wales in have an additional recognized qualification should be removed as soon as possible.

The present requirement on teachers of blind or deaf pupils in special schools to have an additional recognized qualification should be extended to teachers of blind or deaf pupils in special classes or units. A requirement should be imposed on teachers of the partially sighted in special schools and special classes and units, like teachers of the partially hearing, to obtain an additional recognized qualification.

All courses leading to the recognized qualification should include a general component, which would aim to give teachers knowledge of the characteristics and signs of different types of disability and to equip them with a basic core of teaching skills appropriate to the teaching of children with a range of special educational needs. The Department of Education and Science should grant-aid the preparation by the Open University of a course leading to the proposed recognized qualification in special education.

Courses leading to higher degrees in special education should be established in universities and other establishments of higher education. A special education element should be included in all initial training courses for further education teachers.

A one-year full-time course or its equivalent leading to a recognized qualification should be available to teachers in further education who are teaching in special schools with special needs. Teachers who obtain the recognized qualification should receive an additional payment.

In future, there should be a recognized right of appeal to the appropriate Secretary of State against classification as medically unfit for the teaching profession at the end of a teacher training course.

Local authority support staff Every local education authority

Personal counselling, financial

support, etc. Better counselling on personal relationships should be available to young people with special needs and their parents from a variety of sources. More research should be carried out into how sexual counselling can best be provided for young people with special needs.

Local education authorities should use their discretionary powers for one generously in making discretionary awards to students with disabilities or significant difficulties who enter further education. A more rational and uniform approach to the provision of aids for handicapped people throughout the country should be developed.

Further consideration should be given to the needs of young people with disabilities for whom mobility is particularly important, aged 16-17 and those who special help to travel in and out of work.

Further education and training special education element should be included in all courses of teacher training, including those leading to a postgraduate certificate in education. It should be included in all courses of teacher training, including those leading to a postgraduate certificate in education.

The training provided through the existing initial teacher training courses directed to work with children currently described as severely educationally subnormal should be closely monitored by Her Majesty's Inspectorate and its effectiveness in preparing teachers to work with such children evaluated.

There should be a range of recognized qualifications to be obtained at the end of a one-year full-time course of its equivalent. The list of qualifications which at present entitle a qualified teacher to obtain extra payment under the

terms of the Burnham Salaries Document should be extended to cover all recognized qualifications in special education in the range proposed above.

From a date to be announced well in advance, the extra allowance payable to teachers in special schools and special classes in England and Wales should be abolished.

The extra payment for a recognized qualification in special education should continue to be made after a teacher reaches the maximum of his salary scale, whether he is teaching in an ordinary school or a special school.

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Leningrad, Helsinki, Copenhagen, Stavanger, Trondheim, Bergen-what sort of places are these to visit during the summer break?

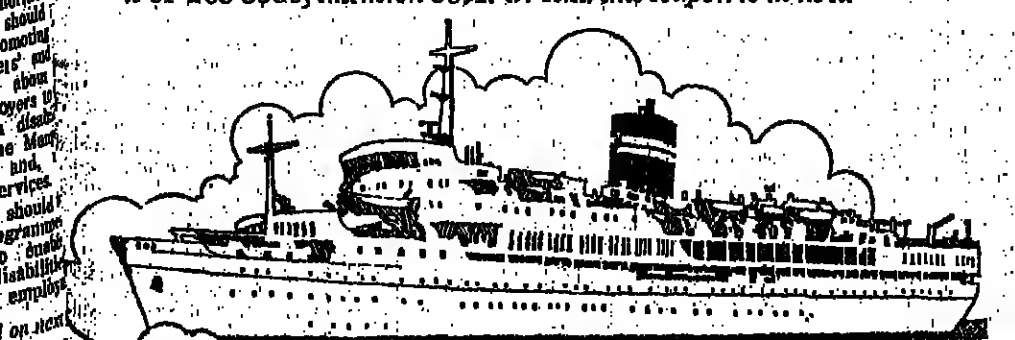
Educative and economical. Free for teachers. Read on. The BI school ship UGANDA is off to Russia on July 20 and Scandinavia on August 2 for two 13 night cruises; and we have dormitory space available for students, cabin space for their teachers. The actual itineraries are described below. But here is the basic information that applies to all BI Educational Cruises.

UGANDA is a large ship, 17,000 tons, and stabilised. Students occupy dormitories, efficiently supervised by the ship's personnel. The interests of parents, teachers—and, indeed, students—are well cared for. Much less falls on teachers' shoulders than on other organised educational journeys.

Days at sea are planned to educate the students in various ways; social, in the sharing of communal life, work and pastimes, illustrated lectures, the life and direction of the ship itself. Time and again teachers tell us that a BI Educational Cruise broadens young minds and deepens their understanding of all they see to a remarkable degree.

Teachers travel free, in comfortable cabins away from their charges, in a ratio of one teacher for every fifteen pupils. And share the dining room, music room, lounge, pool, bars and decks with some 200 other adult cruise passengers. Teachers' wives or husbands can accompany them at preferential fares.

For further information, please phone John Jarvis at P&O. The number is 01-283 8080, extension 3691. Or send this coupon to us here.



For £181 - 13 nights July 20 to August 2

Leave Tilbury Thursday evening; sail three days to Visby on the Swedish island of Gotland (6 hours ashore). Overnight to Helsinki (26 hours ashore). Overnight again to Leningrad (11 hours ashore) then two days at sea before Copenhagen (13 hours ashore) and another two days to Southampton. Fares include shore excursions, guides; there are no hidden extras.

For £179 - 13 nights 2-15 August

Leave Southampton Wednesday evening; sail two days to Stavanger (11 hours ashore) a day at sea, then Trondheim (11 hours ashore) and overnight to Andalsnes deep in the fjords (10 hours ashore). Overnight again to Bergen (12 hours ashore) and down to Copenhagen (29 hours ashore). Two days at sea, then Southampton. Shore excursions and guides included in fares; no hidden extras.

ACT NOW: For full details of these cruises, just complete and return this coupon:-
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St. Botolph Street, London EC3A 7DX. (Tel: 01-283 8080, Ext. 3691).

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Telephone: _____

EUROPEAN STUDIES WORKSHOP

Workshop/Conference at Sussex University on
July 5th/7th, 1978

Information talks on current economic, social, political issues in Greece, Italy, Portugal, Spain, Yugoslavia. Workshops to prepare teaching units, to help teachers involved with studies of Europe and language background work.

Residential: £24.50. Non-Residential: £14.50.
Please apply as soon as possible with reference as places are limited.

Applications and further information: Annie Wilson, Centre for Contemporary European Studies, University of Sussex, Brighton.

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Winners:-
Area 7 to 10: Kathleen Gillett, The Queens School, Chester
Joanna Cope, Whitehall School, Northamptonshire
Area 11 to 14: Nicky Dore, Tinsdale School, York
Area 15 to 18: David Longhurst, The New School, Wokingham
Gary Davidson, The Grammar School, Reading
Rachel St. A. Francis, Newbury High School.
A selection of the best posters, which were sent to the winners, will be on exhibition at the Royal Society of Medicine, 11, St Andrews Place, Regents Park, London, W1, in aid of prevention of blindness. Research Fund, York House, 10, Floor, 100 Westminster Bridge Road, London SE1.

BUYING OR SELLING?

If you have something to sell or wish to buy, follow readers of the TIES. We will be the people to talk to. There are over 100,000 copies of the TIES. You can reach them cheaply through the TIES. For sale and wanted columns, send your advertisement to: TIES, 11, St Andrews Place, Regents Park, London, W1, in aid of prevention of blindness. Research Fund, York House, 10, Floor, 100 Westminster Bridge Road, London SE1.

UKA

UNITED KINGDOM READING ASSOCIATION
Curriculum Development and the Teaching of Reading—A One Day Materials and Development Conference—June 17th.
Venue: Worcester College of Higher Education.
Cost: £5.
Open to: Lecturers and Advisers (maximum number of 15).
Further details from: D. Dennis, Worcester College of Higher Education, Henwick Grove, Worcester.

Alan Evans and Arthur Jarman report on a survey of testing and assessment policies among education authorities, which shows variety to be the only constant

Testing, not testing . . .

The 1944 Education Act during its passage as a Bill through the Commons, was described by Mr R. A. Butler as a synthesis rather than a compromise—a synthesis between order and liberty, between local initiative and national direction, between the voluntary agencies and the state, between the private life of a school and the district it serves . . .

Notwithstanding the advocacy of the Minister, local education authorities in England and Wales and the Department of Education and Science have developed a somewhat nebulous relationship. Such a relationship has permitted, during the last 30 years, the gradual evolution of local education authorities, rather like Darwin's finches, into a number of species where variation is the order of the day.

Nowhere is this more apparent than in the arena of assessment and monitoring of school performance. Such variation reflects the differences in the political beliefs and persuasions of those elected to serve on local council education committees in conjunction with the professional forces and hobby horses of the staff of the education depart-

ment, from chief education officer down.

This was made abundantly clear in the replies from 72 of the 104 L.E.A.s which, at the request of the National Union of Teachers, were invited to submit comments, policies and outline of activities with regard to testing and assessment in schools in their areas.

From an initial examination of the returns it would appear that arrangements within L.E.A.s for the assessment and monitoring of performance, form a continuum between two extremes—those who are avidly in favour of testing every conceivable aspect of a child's performance, to those who voice determined opposition to introduction of any form of externally imposed assessment.

At one end of the continuum—and it would be a matter of subjective judgment to decide whether this point has a positive or negative value—there is a small but not very vocal cluster of L.E.A.s who assert that no assessment and testing takes place and have no plans whatsoever to subject the schools in the area to monitoring procedures.

It is important to recognize, however, that teachers do test, assess and monitor children's skills, abilities

and knowledge. Indeed, such evaluations are an integral part of the process of education. It is, therefore, all the more regrettable that assessment and testing have, of late, come only to mean standards, norms, hierarchies and children filling or passing according to some fictitious, statistical national average.

Progressing along the continuum, the next group or cluster to be identified is characterized by this statement from a local education authority: " . . . and (would) state that at the present time the authority has no policy to introduce assessment of performance of children on the basis of testing. The only testing undertaken in our schools is that used for the purpose of transfer to secondary education."

For those labouring under the illusion that the 11-plus has totally and irrevocably disappeared from the primary school a few words of enlightenment. There are still local education authorities who demand that, in the spring term of each year, blanket testing takes place throughout all schools for children in their fourth year at junior school.

One is tempted to think that an authority's use of blanket testing at 11-plus is more for administrative

convenience rather than the result of an educationally-based decision. The authorities who may only be tempted to retain this system of testing, in order to appease those who clamour for monitoring of standards and assessment of performance, would do well to heed the words of Mr D. T. E. Marjoram (head of the Assessment of Performance Unit).

"Blanket testing," Mr Marjoram writes, "by an outside agent is wasteful, inefficient, expensive and possibly unacceptable with APU outcomes."

Testing time for one scholar . . .

The next key point in the continuum embraces the majority of L.E.A.s . . .

At this present time there is a common belief in comprehensive screening procedures which aims at identifying L.E.A.s task to educational point of view.

Before the establishment of possible, these authorities set up local working parties consisting of teachers, educationists, test experts and other relevant personnel to discuss the various problems that were seen to be inherent in screening at any early stage in a thorough and systematic manner and to emerge with sound

procedures.

This orderly, professional and dignified process is a far cry from the over-reaction of some local authorities to public clamours for assessment of performance.

These authorities, who indicated that they had established screening and diagnostic procedures would seem to have very clear definitions in their corporate minds as to the meaning and purpose of assessment, monitoring and testing and have been able to make clear distinction

who mastered this Piaget poser . . .

in conjunction with an overall revision of the record card system, instituted a battery of tests to be carried out between the ages of five and 11 plus—the results of which can be neatly entered on the revised, updated and, without exception, longish record card.

That record cards are essential is not in question, but one should seriously question the format of a record card which, for completion, requires children to undergo a series of eight major tests between the ages of five to 11 years, as is

the case in one local authority. Both pupils and teachers in this area must become quite "test-weary".

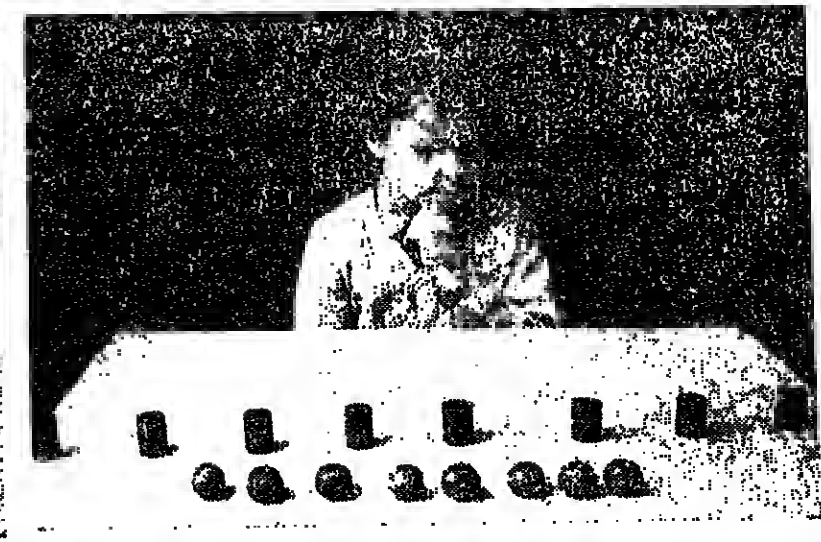
Just as, at the opposite end of the continuum it was possible to identify a small group of L.E.A.s who indicated a total absence of authority-wide testing, it is also possible to identify an equally small number of L.E.A.s who are and have been examining the issue in very great detail. While not rejecting, in principle, the notion for authority-wide assessment of performance, they have been justifiably resistant to responding to pressures to determine the cost effectiveness of the local education system. Instead they have sought to clarify the philosophies, aims, objectives and problems involved in assessment and monitoring of performance and have done so on the basis of free and open consultation.

The activities of local authorities with regard to assessment and testing present an enormously varied picture. It is somewhat ironic that such activities and attitudes appear to fall neatly under the bell-shaped curve of normal distribution—an interesting statistical device frequently used to represent the attainment of a group of children in pictorial form. Tester test thyself.

This is a shortened version of an article in the current issue of the educational journal *Forum*. Alan Evans is a senior official and Arthur Jarman an official in the education department, National Union of Teachers.



Testing time for one scholar . . .



... in two easy moves

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FO cuts funds for Havana visit after Tory campaign

The Foreign Office will not fund an official British delegation to the World Youth Festival in Havana this summer. The decision this week follows a campaign by Tory youth groups who have demanded that the festival be denounced as a communist front activity.

The grant of £5,000 expected from the Foreign Office would have been used to pay for the delegation and to promote British culture at the festival. Mr Charles Clarke, a member of the festival organizing committee, said the loss of the money meant that the 142 countries attending would be given little idea

of the positive aspects of British life and culture.

Arguments from the British preparatory committee for the festival that Western youth organizations had begun to break down the idea of the festival as a "communist showpiece" by stimulating discussion on such issues as human rights have been denied by the Tory groups.

Efforts to obtain space in the agenda for these issues had met with a disappointing response, they said.

Mr Peter Mandelson, chairman of the British Youth Council, is to try to get the decision reversed.

Heads seek places in the country for hard-line truants

by Stephen Cohen

Persistent truants should be sent to school in the country, says the National Association of Head Teachers in a statement on school buildings published this week. Under-used or redundant rural schools should be turned into special centres for them.

The association also warns that state schools in England and Wales could become the slum schools of the future unless proper repairs and maintenance are put in hand immediately.

"Inadequate" maintenance of schools is now the general rule and not the exception, say leaders of the 21,000-strong association. The Department of Education is accused of being "unrealistic" in one of its official reports in claiming that older school buildings are now receiving regular care and attention.

"This may have been true in the past," says the Association, "but certainly in recent years, because of stringent economies in education budgets, there has been a reduction in the amount of money available for such maintenance."

Too many recently built schools, based on cost-cutting plans, are also piling up unnecessarily large bills for taxpayers and ratepayers.

Design factors in schools leave much to be desired, especially with regard to the use of flat roofs which can cause a considerable drain on day-to-day repairs and maintenance.

If we are to avoid building schools which will continue to be such a drain on revenue, expenditure stops must be taken to raise the building cost limits which local education authorities are required by the Government to follow.

Despite local pride in a few "showpiece" buildings, the association is worried that construction budgets are based on miserably average amounts of teaching space

which each child is supposed to occupy in a school. At present these cost-units are designed to provide 3.7 sq metres for a primary age child (five to 11) and 6.5 sq metres for a secondary age pupil (12 to 18-plus).

In the West European school building league table these figures put England and Wales near the bottom—only just ahead of Spain and Portugal—and way below high-standard powerhouses like Sweden, Norway, Finland, Denmark and Belgium.

The heads are "shocked" at the complacency "of one part of the Education Department's building report which predicts that 'up to 10 per cent of the existing secondary schools might still have a measure of overcrowding in 1986 and of those perhaps half would have overcrowding in excess of 10 per cent'."

That, they say, is a serious problem and yet the department's report "seems to lack appreciation of the enormity of the problem which faces this country in making proper provision for the accommodation of secondary schools by 1986."

As the numbers of school pupils decline—in line with the falling birthrate—some buildings will close. But the heads are worried that the department appears to be more concerned with "basing closure plans on economic rather than educational arguments."

"Unsustainable" temporary accommodation should be closed before permanent buildings," they say.

For instance, in a rural area it may well be of greater benefit to close hatted accommodation at one large primary school rather than to close a smaller primary school and fill the hatted accommodation at the larger school to capacity.

Free meals all demand

All children should have free school meals, the Union of Public Employees (UPEU) has demanded. Delegates at the UPEU conference in Margate called on the Government to scrap meal charges.

Executive members of the UPEU, said the Government should not allow parents to pay for meals, and the Government should not allow parents to pay for meals.

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"The only way you can turn that cheque into folding money-readies, cabbage, greenbacks, spendoolitz—is through a bank."

"Proudfoot's Last Stand—or how to get more out of a bank than a bank gets out of you" is a new film devised by top TV scriptwriters Dick Clement and Ian La Frenais (The Likely Lads, Porridge, Going Straight). This is in itself a guarantee of entertainment value, and in its 18 minutes running time the 16mm "mini-epic" really does cover quite a lot that the school-leaver needs to know.

The intricacies of banking as "explained" by Roy Kinnear, as the fumbling befuddled Proudfoot, a schoolmaster totally unlike anybody we know, form the subject of this instructional film, produced by Barclays Bank, which is available free of charge.

Some of Mr Proudfoot's unlikely lads and lassies are going on to be students, some going out into the world of business, so everything

from grants to cash cards is touched on, in a quite un stuffy way.

The film will be useful to all sixth form teachers, and to careers and commerce specialists. Or as an end-of-the-year diversion for the whole senior school.

If you would like to borrow this film which will be available from 5th June simply fill in the coupon below or phone us direct on Peterborough (0733) 67623.

There are supporting leaflets for handing to students which develop in more detail some of the topics raised in the film.

ORDER REQUEST To: Barclays Bank Film Library, 12 The Square, Vicarage Farm Road, Peterborough PE1 5TS.

Please send me a copy of "Proudfoot's Last Stand" I would like _____

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Name of contact at school _____ Position _____

School name and address _____

Phone No. _____

A speaker can be arranged from your local Barclays branch. Just tick the box ☐ Speaker required.

Date _____ Signed _____

BARCLAYS

TES

NUT struck by strike over lack of consultation

The National Union of Teachers was brought to a standstill last week by a one-day strike of clerical and administrative workers at its headquarters, Hamilton House, London. They were protesting about lack of consultation over pay awards.

All the union's secretaries, telephonists and administrative officers stopped work on Friday. The union then decided to give the rest of its staff the day off.

A spokesman for the aggrieved workers said the dispute centred on the lack of consultation with the staff over the salary of a particular grade of officials.

The union's legal clerks had been given a pay rise which put them

above eight senior administrative officers with whom they previously had parity.

"Their work has been seen as comparable, but the union executive has decided they deserve a differential," the spokesman said.

"No one has considered whether the others want the extra money. The staff committee has not had any say in the matter. It's a unilateral decision."

The spokesman emphasized that there was no resentment of the rise given to the legal clerks; the issue was over lack of consultation, a subject which the union is quick to seize upon when dealing with educational matters.

Dr Coggan calls for extra safety hour

The Archbishop of Canterbury, Dr Donald Coggan, last week called for schools to stay open an hour later in the evenings to cut down on the number of accidents that happen to children.

The Archbishop, speaking at the annual meeting of the National Society for the Prevention of Cruelty to Children in London, said schools should stay open an extra hour without lessons round accidents to children would probably be cut and many children would not have to go from school to an empty home.

"We ought to bring pressure to bear on local authorities," said Dr Coggan. He believed there was enough voluntary help available to staff the schools if necessary.

Dr Coggan also called for a strengthening of the family and increased support for the single parent.

Mrs Williams gets applause for standards stance

Mrs Shirley Williams was congratulated this week on being the first Secretary of State for years to say in public that educational standards in schools were too low.

Lord Annan, Provost of University College, London, told Mrs Williams when she opened the college's 150th anniversary celebrations on Tuesday that the universities were right behind her in demanding an improvement in the quality of teaching and the quality of what was taught.

He criticized university teachers for being unwilling to discuss the fundamental problem of how to preserve institutions such as UCL which specialized in high quality research and at the same time admit large numbers of students, many of them mature.

Jobless to help run projects

Salaries of up to £5,200 a year are being offered to some young adults under new arrangements to get them off the date for a time. They are being used to help run projects for jobless school leavers under the Government's new Youth Opportunities Programme.

The £600 posts in the programme are an important part of the provision that the Manpower Services Commission has made to replace the now defunct Job Creation Programme. But while the other new temporary work scheme for the year-1983, the Special Temporary Employment Programme, has the same pay maximum as the TCE, £3,365 a year, the limit cannot be applied to those who are being used to run the projects for jobless leavers.

The reason is that an inviolate principle of the programme for adults is that participants must be paid a fair market rate for the job — one of the conditions under which



the unions have agreed to cooperate. Under the old arrangements and in the Special Temporary Employment Programme, only jobs for which the normal pay rates were within the maximum were sanctioned. But to run the kind of projects needed for the leavers, posts which require more expensive skills and qualifications are having to be created.

Most of the posts are for supervisors, instructors, and projects



Business as usual for unemployed school leavers at Bradford College, which celebrates its week. It began life as a weaving school in the city's mechanic's institute and is now one of the institutions of its kind in the country with 20,000 students.

The Unified Vocational Preparation (UVP) scheme, now extended to 1981, is potentially of greater significance to school leavers than the Youth Opportunities Programme, which provides for only a minority of them but which has excited much more interest and comment.

The scheme was first signalled in the Queen's Speech of 1975, which pledged the Government, within available resources, to give priority to the vocational preparation of young people aged 16 to 19. Afterwards the Government published a statement, *Unified Vocational Preparation: A Pilot Approach*, over the signatures of the Secretaries of State for Education and Employment setting out a rationale for an approach to the evolution of a policy for them. As it remains the only official document which outlines a philosophy and outlines a plan, it is worth quoting some key concepts from it.

What is the purpose and scope of the Unified Vocational Preparation programme? The two secretaries of state in their foreword said: "This statement is concerned with young people who have left school and are entering work and especially those who have large numbers (about 300,000 a year) who go into jobs where they receive no further education and little or no systematic training. We believe that properly conceived vocational preparation at this crucial stage would not only raise the economic contribution of these young people but also their personal development."

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The leading light under a bushel...

Consciously, a number of difficult transitions: from childhood to adulthood, from school to work, from dependency on parents to self-dependence. Courses designed for them should be demonstrably relevant to these transitions. . . . The personal development of young people should not be seen as a separate phase of vocational preparation for which education and training provision can be specifically designed. Rather it is implicit in all aspects of vocational preparation.

To make adequate provision for the transition from school to work, from dependency on parents to self-dependence, courses designed for them should be demonstrably relevant to these transitions. . . . The personal development of young people should not be seen as a separate phase of vocational preparation for which education and training provision can be specifically designed. Rather it is implicit in all aspects of vocational preparation.

These new methods derive not only from the synthesis of education and training. They must be developed to meet the needs of a great section of young people for whom traditional and academic teaching practices have proved inappropriate.

Two years on, after a tentative and shaky start, the scheme is still in its infancy. It would be quite unrealistic to imagine that progress in such a virgin territory could be fast. About 40 schemes have been approved, some of which have been launched under the auspices of the Department of Education and others under the Manpower Services Commission.

The encouraging feature is the accelerating pace at which new schemes are being introduced. . . . But what progress have we made

in these respects? . . . The wide disparity of responses does not encourage that they yet have any impact on the vocational preparation of young people.

As far as integration of education and training is concerned, it seems to have made little progress. The DES and Manpower Services Commission have not yet found a way to allow us to see the first tentative steps towards this.

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Council wrong in keeping parent in the dark

Leicestershire County Council was guilty of maladministration which caused injustice, says the local government ombudsman, when it failed to inform a parent that he had made a mistake in the choice of an alternative school for his daughter.

The parent had asked the council if his child could go to an all-girls secondary school rather than the mixed one to which she had been allocated. One of the alternative schools he named had, however, just gone out of business and he was not told of this.

There was nothing wrong with the council's decision to turn down the parent's request for an alternative school, says the ombudsman. Its policy was to allow a child to go to a school other than the neighbourhood comprehensive only for medical or domestic reasons or if the child had a brother or sister at a certain class.

But Leicestershire was wrong in not putting the parent right about the school's educational status. If the council had done this, the parent would have had the opportunity to appeal to the DES for an alternative school which had vacant places. The child would almost certainly have been offered a place there.

However, all this was academic, says the ombudsman's report. The parent had arranged for his daughter to go to a private school before the outcome of the DES appeal. He had to sign a contract with this school that he would keep her there until she was 16.

Villages must fight to keep schools open

Villagers will have to fight harder than ever before in the next decade if they want to retain village schools, Mr Christopher Hall, director of the Council for the Education of Rural England, said last week.

"An estimated 800 English and Welsh village schools have been shut down in the last decade," he told a conference organised by Community Services for Durham County at Durham University. "The falling birthrate threatens yet more."

Village schools had faced two powerful and insensitive enemies in recent years—the modish educational view that small was bad and the parsimony of local education authorities trying to save rate-payers' money.

But children at village primary schools, able to walk to school instead of being bused, had great advantages—less absenteeism, more energy and greater concentration.

There would, however, be renewed pressure to close village schools because by 1985 the number of primary school age children would be down to four million, more than a million fewer than in 1974.

"Villages," he said, "will have to fight hard to demonstrate the value of their schools, not only to their children but also as a focus for community action and involvement."

The UVP scheme will help with the needs of young people in transition from school to work. This is also the case for much better provision for the South. Opportunities for young people to be given a minimum of training and to be at work and to be employed.

The differences in the scheme from teaching to the young have nothing to do with the needs of the young. Opportunities for young people to be given a minimum of training and to be at work and to be employed.

Callaghan's proposals: more nursery places, new patterns of work

Help promised for working mothers

By Lucy Hodges

The Government is to do more to encourage local authorities to provide nursery education, the Prime Minister told the annual conference of Labour women in Southport at the weekend. Not enough was being done, he said, to provide nursery places for the under-fives. He pledged more help for working mothers.

Delegation had earlier endorsed a resolution calling on the Government to compel local authorities to lay on nursery schools for those who wanted them.

"It is time," Mr Callaghan told them, "we turned more attention to the needs of a mother with a family who goes out to work, and organized ourselves so that the burden on her is made bearable."

More attention should be paid to how industry organized women's role and work so that her influence as the centre of the family was not weakened.

"Something is being done by some firms, but now that millions



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More attention should be paid to how industry organized women's role and work so that her influence as the centre of the family was not weakened.

"Something is being done by some firms, but now that millions

of mothers are increasingly at work, it is important that we should study and if necessary be ready to change patterns of work much more than we have done so far. He did not believe the Government had fully considered the impact of its policies on the family when it took decisions.

Miss Joan Lester, Labour Party chairman, called at the conference for the appointment of a Minister for Children. He or she would deal with such issues as battered children, unemployed teenagers and children affected by the thalidomide drug or whooping cough vaccine.

Women returning to work after a period at home looking after children are given advice in a guide published last week by the Equal Opportunities Commission.

The booklet *Fresh Start* explains what courses, training and grants are available to men and women who are looking for retraining or new careers. The guide, which has been written in cooperation with the National Council for One Parent Families, examines the opportunities for single parents.

It explains the "New Opportunities for Women" short courses at local colleges for women who are thinking about going back to work,

and gives details of Training Opportunities Programme vocational training courses and the allowances that go with them. A weekend conference on the subject is to be held at Wootton Hall, Manchester University, from June 30 to July 2 for anyone concerned with providing second chance education.

Free! Start, free from Equal Opportunities Commission, Overseas House, Quay Street, Manchester.

'Astonishing failure' to train women

There is a huge backlog of failure in the education and training of women after school, according to Mr Eric Robinson, principal of Bradford College and an Equal Opportunities commissioner.

Much more was spent on men than on women in training and adult education, he said in Bradford last week. "Although there are a few bright spots, the overall picture is one of astonishing failure of the government and public agencies to take decisive action in this area."

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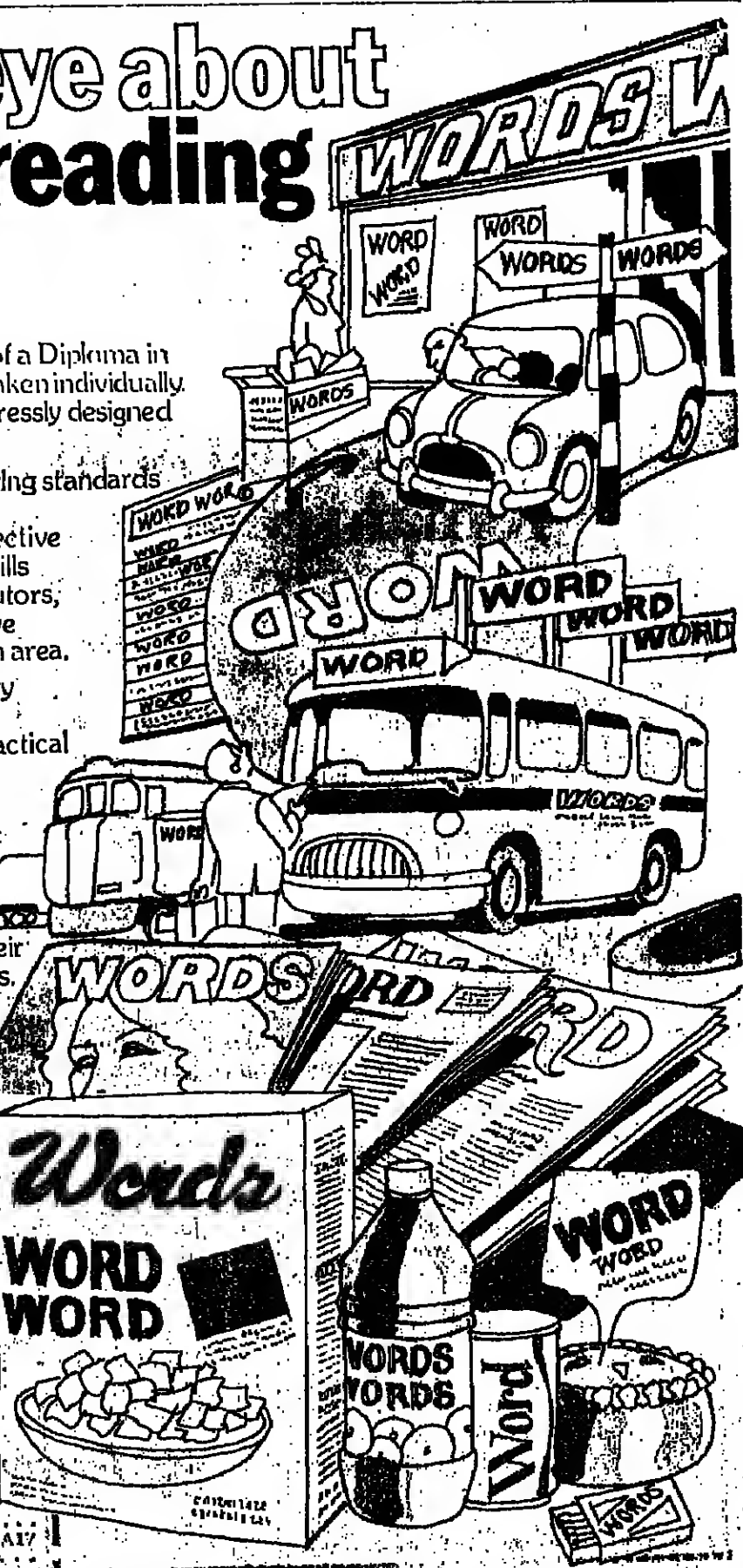
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COURSES



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Further details are available from: Assistant Principal, Dundee College of Education, Gardyne Road, Dundee DD5 1NY. Tel. (0382) 453433.

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Students in their final year of training are also eligible. The course leads to the award of a Certificate in Mathematics Teaching. Details of the course content, and information relating to grants, accommodation, etc., may be obtained from:
The Admissions Tutor,
The City of Liverpool College of Higher Education,
Liverpool Road, Liverpool, Merseyside L34 3NE
or phone 051 489 6201.

BRITISH COUNCIL COURSE Planning for Early Childhood Education (2-5 years) 25th March to 6th April, 1978 in Nottingham

The Director of Studies will be Miss Beryl Wright, M.B.E., formerly Principal of the City of London School of Education. The course is designed for teachers, lecturers, and other educational workers who are involved in the planning and development of early childhood education. The course will be held at the City of London School of Education, 100 Abchurch Lane, London EC4A 3DF. Applications should be sent to the City of London School of Education, 100 Abchurch Lane, London EC4A 3DF. Applications should be sent to the City of London School of Education, 100 Abchurch Lane, London EC4A 3DF.

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'Defects Report' calls for more central power

from David Dungworth

Greater powers for the Bonn authorities are proposed in a major government report on education.

The 200-page Report on the Structural Problems of the Federal Educational System says there should be federal government guidelines relating to the transition from primary to secondary education, standardization of secondary school leaving certificates, the co-ordination of apprentice training regulations and the instruction given in vocational training and the training and qualifications of teachers.

The Lander education ministers have acknowledged the need for greater co-operation but reject the idea of transferring their authority in cultural matters to central government.

The report, nicknamed the Defects Report, examines the areas in which the tendency by the Lander to go their own way has led to wide variations in policy and practice. These occur mainly at the transition points between primary and secondary schooling and between secondary and higher education.

A child's entry to intermediate or grammar school depends on a recommendation from his primary teachers. Without this, pupils must take an entrance examination, except in Bremen, Hamburg and West Berlin where they are allowed to attend a grammar or intermediate school for a trial period before a final decision is made.

In Bremen, Lower Saxony and most districts of Hesse the secondary school begins with a two-year "orientation stage" for all pupils before selection takes place. Bavaria also has an orientation stage but this is merely the name given to the first two years of the secondary modern or grammar school.

The situation is even more complicated at the end of secondary education. All Lander award secondary modern school leaving certificates to pupils who reach the required standard after nine years of compulsory schooling and a simple attendance certificate to those who do not.

Some states have also introduced an entrance leaving certificate. This is awarded to pupils who pass a special examination or achieve very high marks in Bavaria and the Saarland and to those who complete a voluntary 10th school year in Berlin, Lower Saxony, North Rhine-Westphalia and Schleswig-Holstein. The last two states, however, do not allow pupils to stay on for the voluntary 10th year unless they have obtained an approved average mark at the end of the ninth year.

Split responsibilities for vocational education are also a contributory factor in the cultural "chaos" noted in the report. Whereas the Federal Government lays down regulations on training standards and trade qualifications, the Lander determine the training programmes of the vocational schools. Attempts to coordinate the two systems have so far met with little success.

Soviet Union Geography course 'a success'

The new, three-year part-time course will start in September, 1978. It covers the main ideas about man, society and his place in the Universe expressed in the Soviet Geography course. The course is designed for teachers, lecturers, and other educational workers who are involved in the planning and development of early childhood education. The course will be held at the City of London School of Education, 100 Abchurch Lane, London EC4A 3DF. Applications should be sent to the City of London School of Education, 100 Abchurch Lane, London EC4A 3DF.

The report calls for a national organization to arrange extensions for full-time education. One author stresses the relationship between geography and society and the need for more attention to be paid to interdisciplinary approaches. The volume of theoretical knowledge in school courses has been increased. The curriculum is too broad and purely descriptive material of the regional studies has been cut.

Teacher training provides yet another example of development along different lines. In 1974 the Lander agreed that in total of teachers being trained according to the type of school in which they work (primary, secondary modern, intermediate or grammar) they should be trained according to the level at which they teach: primary (pupils aged 6-11), secondary level I (11-15) and secondary level II (16-18).

Since then a number of them have had second thoughts and the changeover is now more advanced in some states than in others.

A second government report concentrates on the achievements made between 1963 and 1975.

During this period, when the number of schoolchildren rose by three million and the student population doubled, it was possible to cut the number of young people without apprentice training qualifications by half. An increase of 78 per cent in the number of teachers produced a dramatic improvement in pupil-teacher ratios in all types of school. The proportion of people with higher education rose from 2.9 per cent to 3.8 per cent and reached 6 per cent if those completing courses at colleges of advanced vocational education were included.

China

COURSES

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A two-year part-time course for lecturers in colleges and persons in similar employment.

Inquiries to the Registration & Examinations Office, Portsmouth Polytechnic, Alameda House, Museum Road, Portsmouth PO1 3QQ.

Department of Humanities MA History of Ideas (CNAA)

This new, three-year part-time course will start in September, 1978. It covers the main ideas about man, society and his place in the Universe expressed in the Soviet Geography course. The course is designed for teachers, lecturers, and other educational workers who are involved in the planning and development of early childhood education. The course will be held at the City of London School of Education, 100 Abchurch Lane, London EC4A 3DF. Applications should be sent to the City of London School of Education, 100 Abchurch Lane, London EC4A 3DF.

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Clock turned back to improve standards

from David Bonavia

Switzerland is to be the first of the middle schools to start the clock back to improve standards. The move is being led by the Swiss Federal Council, which has decided to reduce the length of the school year by one week.

Three educational laws have been passed by the Federal Council. The first law, the "Law on the Reduction of the School Year", states that the school year should be reduced by one week.

The second law, the "Law on the Improvement of the School Year", states that the school year should be improved by one week. The third law, the "Law on the Improvement of the School Year", states that the school year should be improved by one week.

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It is now claimed that the move will improve standards. It is now claimed that the move will improve standards. It is now claimed that the move will improve standards.

Sweden

Government working party studies the basic values

from Colin Narborough

Schools minister Britt Mogard has set up a working party to study the "basic values" of the Swedish education system. The party will include representatives of the Government, the teachers' union, and the parents' union.

The group will begin by discussing the concrete content of values and their application in the school curriculum. The group will also discuss the role of the school in the transmission of values.

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THE TIMES EDUCATIONAL SUPPLEMENT 19.5.78

Why youth groups must play a part in helping the jobless

DUBLIN

The special responsibility of youth organizations in helping to combat unemployment was recognized by young people from 14 countries who met to try to find an international solution to the problem.

Instead of putting the onus on other sections of society, the seminar, organized by the Council for European Youth Committee (CENYC), was attended by young people from 45 organizations.

They called for positive discrimination in favour of cooperatives, whether agricultural, manufacturing or service-providing, and criticized youth employment incentive schemes as ineffective unless actively supported by trade unions and sufficiently funded to be completely attractive.

New markets are needed if we are to escape the current recession, they said, and these new markets should not necessarily be based on what is profitable, but could be related to cultural and social

employment and to make sure they are implemented. It was emphasized that youth organizations have a unique role because they can reach unskilled and unqualified school leavers who are often not the ones to get involved in job-creation programmes, and they can set about such projects without the unwieldy bureaucracy and high expenditure of government agencies.

The World Health Organization working group on the health education of young people will convene in Dublin on May 23-26 in collaboration with the Irish government, the European regional office announced in Copenhagen (reports Colin Narborough).

The meeting will consider reports from previous working groups, including the evaluation of material and child health services in some European countries, problems of children of school ages 10 to 13 and 14 to 18 years, the place of health education in health administration and the principles and methods of health education.

The study of health education in mental health programmes will also be on the agenda. The meeting will be attended by experts from 13 member states of the European region.

South Africa

Minister firm on segregation

from Louis Hotz

JOHANNESBURG

Segregated school and university education is and will remain the policy of the present Nationalist Government in South Africa. This was emphasized in Parliament in reply to Opposition pleas for a fully integrated national education system.

The Minister of National Education, Dr Piet Koornhof, defended the policy on the ground that it was "completely natural for every race to have its own schools." The same thing applied to the racially separated universities.

Answering speakers who referred to the recent admission of pupils and students of other races to private schools, Dr Koornhof said that this was done only in "exceptional circumstances" and did not affect the basic policy.

Meanwhile, the Department of Education and Training (formerly Bantu Education) has announced that it is conducting an "extensive investigation" into the introduction of compulsory education for Africans.

It was also hoped to end double sessions at African schools by next year. The number of integrated schools has increased from 131 to 420.

Sri Lanka

Blind integration extended

from D. B. Udalgama

COLOMBO

Since Sri Lanka's first integrated education programme for 17 blind children in six Colombo schools started ten years ago, the system has expanded to over 300 normal schools, and to the partially deaf and slow learners, reports the Ministry of Education.

Six blind graduates, products of the system, are now engaged as teachers in normal schools and there are two totally blind undergraduates at the university who began their education in normal schools.

The introduction of the integrated system has improved the 70-year old residential schools for the blind and the deaf. They have begun to get trained staff, a well-balanced curriculum and a team of qualified supervisors. The co-existence of integrated schools and residential special schools has benefited both, it is reported.

A significant drop in the number of blind children in special residential schools is reported since the integrated programme began. Since 1971 the number of integrated schools has increased from 131 to 420.

John Walshe reports on a European seminar in Dun Laoghaire, Co. Dublin

needs. Genuine reduction of working hours and earlier retirement could spread the available employment more fairly.

To avoid the exploitation of students in part-time or temporary jobs, there should be some form of compulsory student-job contract, which should be recognized and sanctioned by the unions.

Private commercial temporary employment agencies came in for criticism, and there was a call for all job openings to be compulsorily channelled through the state employment agencies, with better information services, so that no job should ever go unfilled for lack of communication.

There was strong support for the idea of an "intersectoral" youth lobby that could coordinate the work of youth organizations with that of young trade unionists and members of political and cultural organizations to apply pressure at all levels of society and evaluate existing measures against youth

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LETTERS

Case for the one year sixth Service, but with set terms

Sir,—It was with great interest that I read your comments on the Schools Council's Working Paper 60. It seems to me that the N and E scheme is a case of compromise, attempting to satisfy all interest groups the council appears to have succeeded in raising yet more difficulties.

The inevitable pressure by certain universities and university departments for continued specialisation implies that a three level pattern is likely to emerge as the norm for evening university entrance. It is even conceivable that four Es could be taken. Such possibilities would surely add greatly to the already significant difficulties of constructing N and E examinations and have still wider implications for resource allocation in schools.

Moreover in the context of continued or perhaps even increasing academic pressure, the N level content of the proposed new scheme may wither away to become a mere shadow of what is now envisaged. Students usually realize which examinations are the "really important" ones and regulate their efforts accordingly.

That there is need for reform I would not dispute, nor am I without sympathy with the aims of the Schools Council, but since the proposed replacement for A level seems little better at best, we would

do well to consider retaining the present framework. It is of course evident that syllabus reform is overdue, in many subjects. Some rationalization of the A level examination structure would also be appropriate. It seems absurd, for example, that a few A level subjects should require almost twice the examination time given to others which are deemed comparable. Although there will inevitably be different techniques of examining appropriate to particular subject areas, it should certainly not be necessary to set more than two written examinations in any subject at A level.

Whether or not the A level system is retained, we should recognize that no single scheme of examinations can meet the requirements of all sixth formers. It is therefore regrettable that the Schools Council has not given more thought to the needs of the less academic sixth formers for whom neither N and E nor the present A level are suitable. These do not always fall neatly into the category of those attaining C.S.E. grades two to four. There are now significant numbers of sixth form students who having attained O level or C.S.E. grade one standards, either do not wish to spend two years in the sixth form or are unable to sustain satisfactory A level/N and E level grades.

It would therefore seem appropriate to consider the introduction of one year sixth form courses designed for a wider range of students than those envisaged by the Schools Council. It should be noted that the Schools Council's Working Paper 60, in its attempt to rationalize the A level examination structure, has also proposed a new A level examination structure which would require almost twice the examination time given to others which are deemed comparable. Although there will inevitably be different techniques of examining appropriate to particular subject areas, it should certainly not be necessary to set more than two written examinations in any subject at A level.

Sir,—Your reporter John Walsh from Dublin may have given the impression in your issues of April 21 and April 28 that the religious courses for the community were being introduced to sabotage the plans of the Religious Superior's Council to introduce a new set of religious courses for the community. I think it would be well if your readers could see the matter in its proper context.

Almost 10 years ago, the Ministry of Education invited the Religious Superior's Council to introduce a new set of religious courses for the community. The Religious Superior's Council, in its turn, invited the Religious Superior's Council to introduce a new set of religious courses for the community. The Religious Superior's Council, in its turn, invited the Religious Superior's Council to introduce a new set of religious courses for the community.

However, in view of the ministry's continuous change of the terms of the deeds of trust, the Religious Superior's Council, in its turn, invited the Religious Superior's Council to introduce a new set of religious courses for the community. The Religious Superior's Council, in its turn, invited the Religious Superior's Council to introduce a new set of religious courses for the community.

Creative liaison in action

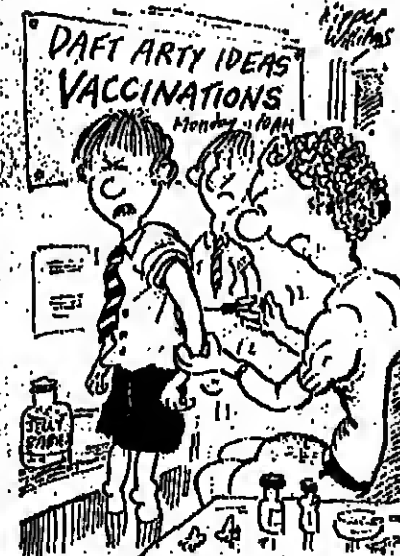
Sir,—With reference to your article in your issue of May 5 concerning the conference held at the Whitechapel art school, I should like to make one point on behalf of the photographic education authority. The reported statement that local education authorities are unlikely to provide financial help in the near future for such schemes may well be true, but in the case of the schools project run by the Photographic Gallery at Southampton

University financial help is received via the schools concerned from the Hampshire education authority. The contribution was willingly given as has been the help and advice provided by the members of the advisory section throughout the project and without which nothing could have been achieved.

There already

Sir,—Hold on a moment... when you report that someone has had the bright idea of introducing artists into schools (May 5) are you aware that persons of this description are in schools already? That is to say a considerable number of art teachers are artists. Or to put it the other way round, a not inconsiderable number of practising artists who were involved as artists, pay their bills by teaching.

It may be beneficial if this was more widely understood, and it might be that the most sensible way of "introducing" artists into schools is to ensure that a good proportion of art teachers are artists. It might be that if we value artists (as we do) we should ensure that a good proportion of art teachers are artists. It might be that if we value artists (as we do) we should ensure that a good proportion of art teachers are artists.



Equal—but practical

Sir,—The proposal for equal opportunities for boys and girls in schools, when more girls occupy the higher Olympic gymnastics, is not a new idea. It is a well-known fact that girls develop earlier than boys in the hands of unequal teachers. One of the main reasons for this is that girls are often given more opportunities to participate in sports and physical education than boys.

Also, the demand for equal opportunities in gymnastics is not a new idea. It is a well-known fact that girls develop earlier than boys in the hands of unequal teachers. One of the main reasons for this is that girls are often given more opportunities to participate in sports and physical education than boys.

Danger in the heights

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Who should do industry's training

Sir,—School apprenticeship is on the way, says Mr. Shirley Williams. I have yet to speak to anyone within industry who favours the Engineering Industry Training Board's latest proposals. Although the matter is alleged to be "in the discussion stage", both Mrs. Williams's statement to NAB/DVT conference and the training board's recently published information paper suggests that the idea is favoured by all parties involved.

One would question the ability of schools to cope with such vocational training in the last few years of school. For six months of the traditional first year off the job training to be covered in those last two years at school it would require at least one third of each of the years to be devoted to these skills and associated activities. It seems that the open criticism of public schools to master basic academic skills is what is this vocational training to

displace in the curriculum? Furthermore, I would suggest that the cost of facilities, in itself almost prohibitive, and who are the teachers with the necessary skills and experience to come from? What is more, there seems to be some misinterpretation between Mrs. Williams's view of the scheme for "less academic pupils" and the training board's recommendation that the scheme be for pupils whose abilities range from CSE grades 2 and 3. Statistically CSE grades 2/3 pupils is in the above average academic range of the school-leaving population. For all Mrs. Williams's assurances that the scheme does not have any objections, I am sure that there must be a number of its craft union brothers who would raise considerable objections to the suggestion that the craftsman is coming from the less academic pupils. The new proposals are all about improving standards not lowering them.

The training board's proposals are not a new idea. It is a well-known fact that girls develop earlier than boys in the hands of unequal teachers. One of the main reasons for this is that girls are often given more opportunities to participate in sports and physical education than boys.

LETTERS

Maths: students suffer for the system

Sir,—Audrey Laski's letter (May 5) reflects an uneasiness which many of us share about the exclusion of good applicants from teacher training from 1980 if they do not have O level maths.

Even if the argument is conceded that all teachers, whatever their subject specialisms or the ages ranges they teach, need to have some understanding of and competence in mathematics, the qualification proposed by the DES may have unexpected consequences. For it is not enough to warn schools (virtually only a year in advance) that applicants for teacher training must have O level maths. A candidate who is required to have an equivalent qualification, and on students who do not have O level maths now taking degree courses who wish to take a post-graduate certificate. The result may well be that from 1980 onwards the bulk of entrants into teaching will be mid-class school leavers. Is this what Shirley Williams really wants?

There is a simple remedy, which needs the point that all teachers should have some competence in maths: students without O level maths should be required to take a post-graduate certificate in mathematics during their initial training. In teacher training institutions they are more likely to find qualified and experienced staff who can help them overcome the learning difficulties and difficulties they encountered in their school careers. But the DES has apparently set its face against this solution, possibly because it is felt that B Ed courses are already very full. But in most cases there is time for optional or elective studies which for students who need it could be utilized for maths courses. I hope, therefore, that the DES will think again on this subject. SUELLA CLAYDON, Department of Teaching Studies, Polytechnic of North London, Prince of Wales Road, London NW5 3LB.

BARCLAYS BANK EUROPEAN TOUR ESSAY COMPETITION

THE RESULTS

About two months ago "A" level students from all over the United Kingdom submitted essays competing for the 50 tour places and 300 cash prizes in the Barclays Bank European Tour Essay Competition.

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| Daniel Atkinson
Christ's Hospital, Horsham | Jacqueline Hayden
Kaskennoor School,
Fallowfield, Oldham | Lyn Rogers
South Hunsley School,
North Ferriby,
N. Humberside |
| Ann Bamber
Our Lady's R.C. High
School, Lancaster | Julie Hooker
Denn Close School,
Cheltenham | Helen Simons
Spanmymore Comprehensive
School, Co. Durham |
| Stephen Brumwell
Great Salterns
Comprehensive, Portsmouth | Luise Horrocks
Croydon High School,
Surrey | William Smellie
Trioity College,
Glenahmond, Perthshire |
| Robert Clay
Warwick School | Digby Johnson
Tipton Comprehensive
School, Sheffield | Celia Smith
Notre Dame High, Norwich |
| Peter Cole
Dover School | Gabrielle Lee
Gunley House Convent
School, Isleworth | Jill Smith
Bishop Fox's Girls School,
Tamworth |
| Louise Collins
Ilkley Grammar School | Frederick Lightfoot
Whitehaven Grammar
School | John Spence
Nottingham High School,
Penelope Street |
| Philip Craig
Batley Grammar School | Andrew Lowrie
Tettes College, Edinburgh | Chandice Hulme School
Linda Tankard |
| Christopher Davies
Appleton Hall County
Grammar School,
Warrington | Amanda McCauley
Dean Close School,
Cheltenham | Sutherland High School,
Heywood, Manchester |
| Philippa Dickenson
Clayton Hall Grammar
School, Newcastle, Staffs. | Dean Close School,
Cheltenham | David Travis
Rokeby Comprehensive,
Stratford, London |
| Stella Dorcy
Kew College | Killian McGrogan
St Malachy's College,
Belfast | Diore Whitlock
Sir William Perkins's
School, Chertsey |
| Stephen Dwyer
St David's High, Dalkeith,
Midlothian | John McPherson
St Edmund's College, Ware | Bernadine Whitrow
Kingsfield School, Bristol |
| Paul Farnill
Dr Challoner's Grammar
School, Amersham | Jenny Parker
Ravensbourne School for
Girls, Bromley | Brown Williams
Harrigate College,
Gail Williams |
| Christine Frost
Ursuline Convent High
School, Brentwood | Fiona Paterson
Wolfron Upper School,
Hull | Paul Woodward
Marlborough School,
Woodstock |
| Ruth Gaborak
Aldredale High School,
Castleford | Kate Poole
Stamford High School | Simon Wright
Redborne Upper School,
Amphill |
| Carol Grant
Baintree College of Further
Education | Michael Potter
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BARCLAYS

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Further particulars may be obtained from:

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Being unprepared

The chances of any student receiving
a good preparation for adulthood are disturbingly
poor. James Hemming on
a new survey of sixth-form experience

naïveté as revealed by astronomy. The
reasons apparent in 1950 are still more
concomitant today. It turned out that 92 per
cent of the students returned "none" for
astronomy.

This does not imply that there has been
no development in the sixth form curriculum.
Some subjects, then a part of current
affairs in general education, have since
attained a level status—sociology, for
example. It is also clear that much more
is now being done to provide sex education
lower down the school.

Nevertheless, the chances of a student
receiving a good education for life seem
not to have improved, while schools seem
to be as nervous as ever of providing sex
education at the time when young people
are becoming deeply involved in emo-
tional attachments with the other sex,
and are consequently in need of insight
and support.

The uncertainty of any student relying
on adequate preparation for personal
and social life is especially marked by a
comparison of the returns of individual
students. A minority give evidence of a
vigorously life-oriented experience at
school, with almost all items "compe-
tently dealt with". At the other extreme
comes a group who record "none" for
all, or almost all, items.

Ten colleges of education and higher
education participated in the present
survey, giving a fair geographical coverage.
More than 1,000 students filled in the
questionnaire. However, some entries
had to be excluded—students who were
in the sixth form before the 1970s, over-
seas students, two sub-samples which
were too small to be representative so
the sample analysed was reduced to 943
returns.

It has a female bias, both because
women are more numerous in colleges
of education, and because they seem more
interested in participating in inquiries
of this kind. Apart from that, the sample
gives a picture of the range of sixth form
experience over a large number of
schools.

It shall concentrate mainly on 15 items
from question one, grouped under three
headings:

General Perspective. Astronomy,
World History, How other peoples live,
philosophical ideas, Different religions.
Personal Development and Relations.
How the mind works, The art of
clear thinking, The art of getting along
with other people, Sex education, Family
life.

Social Orientation. Economics, Trade
Unions, The meaning of "democracy",
How the legal system operates, Poli-
tics.

Some may regard astronomy as an odd
item. It was included in the 1950 sample
for two reasons: a valid contemporary
outlook is not possible without a general
understanding of the cosmos in which we
are living, and there can be few better
antidotes to the blasé materialism which
even in 1950 was obtrusive; then an appre-
ciation of the vastness and wonder of the

lectural climate of the modern sixth
former.

Some may see "the art of getting along
with other people" as irrelevant, some-
thing which is absorbed rather than
directly learnt. This is not necessarily
so. Social therapy has shown that social
skills can be taught. We also know that
social ineptitude is one of the greatest,
and most common, handicaps in personal
and working life. The sixth form years
give a last opportunity to enhance social
skills before adulthood.

Returns on each item have been graded
under three headings: "competently
dealt with", "touched on", or "none".
Any positive reference is regarded as jus-
tifying the classification "touched on".
To give an example from "politics":
responses classified as "competently
dealt with" included "in A level
course", "a lot in contemporary history",
and "general studies—a term's lectures".
Responses classified as "touched on" in-
cluded "little", "a little in current
affairs", "limited, the school feared pro-
paganda". Responses such as "none",
"none at all" and "no" are classified as
"none".

The results for "politics", with per-
centages rounded to whole numbers, are:

Competently dealt with	Touched on	None	No reply
32%	21%	46%	1%

Six other items about which concern
has been expressed recently also indicate
a wide range in what is being offered:

How other people live	Competently dealt with	Touched on	None	No reply
Different religions	25	23	47	2
Sex education	10	27	62	1
Family life	13	13	73	1
The meaning of "democracy"	28	17	54	1
Trade unions	29	18	52	1

The range under all headings is remark-
able. For example, under sex education
one student reports, "courses of lectures,
outside lectures, films, books in library",
another, "none throughout entire school
life".

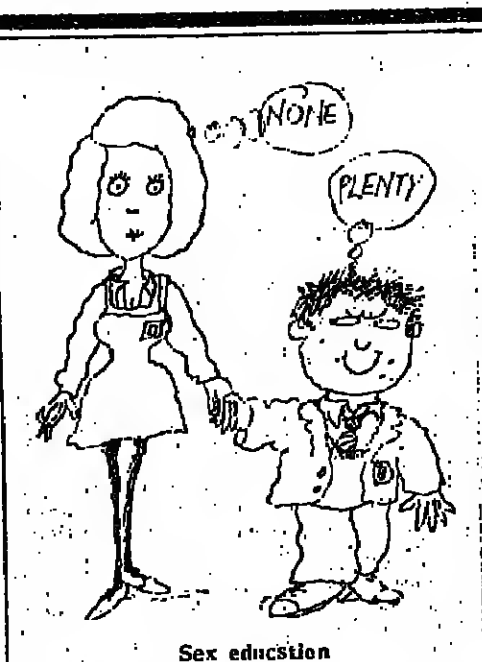
A comparison between the present and
the 1950 sample is also surprising. The
two are not precisely comparable, as the
1950 one included graduate students fol-
lowing a one-year diploma course at uni-
versity. The earlier sample was also
much smaller. Nevertheless, similarities
in the proportions regarding "none" are
striking.

	1950 N=296	1978 N=943
World history	48	51
Different religions	47	48
Economics	42	62
Politics	42	46
Trade unions	52	52
Sex education	55	62
How the legal system operates	63	64

Concern has lately been expressed
about lack of provision at school for the
practical demands of life beyond school.

An opportunity was taken, therefore,
when the questionnaire had to be re-
printed, to replace one of the original
questions by a new one, to get some idea
of the range of practical preparation.

The new question reads: "During your
last two years at school were you taught
about any of the following: First Aid,
Keeping Healthy, Taxation, Insurance,
House purchase, Careers, Social Security?
Please list the ones you were taught about,
or write 'None'." This sub-sample
totalled 427 students.



What do students themselves think of
the sixth form curriculum? A page was
left free at the end of the questionnaire
for personal comments. Nearly 50 per
cent took advantage of this. Some ex-
pressed warm appreciation of their sixth
form experience; there were also many
criticisms.

Of the respondents, 40 per cent com-
plained of inadequate preparation for
life. Many thought their courses "too
academic" or "over-specialized". Career
guidance also came in for criticism.

Overall, the inquiry indicates that the
aims of schools for sixth form education
have yet to be clarified; that the range
of provision for education for life is ex-
traordinarily wide; and that the chances of
any student receiving a good preparation
for adulthood in the sixth form are dis-
turbingly poor.

James Hemming is an educational psy-
chologist.

To criticize the critic

Edward Neill on T. S. Eliot

the author of *Ash Wednesday* and *Four Quartets*. So perhaps, in some unthought way, he was not afraid

"Eliot's Criticism of Drama" points out that Eliot was much exercised by poetic drama. There was much of that per se about and in addition drama itself has become "unutterably . . . 'conventionalised', in the sense that elevation of feeling and attainment would be under suspicion" — not perhaps without justice if Eliot plays are to count as evidence.

William Righter contributed something substantial in "The Philosophical Critic". His conclusion that "Eliot was caught between two languages and two traditions and that 'his education...drove him towards a continental tradition, derived from Hegel, by way of Royce and Bradley. On the other hand he assimilated the Augustinian Saxon respect for the individual case viewed empirically as simply

another object of at-
tention and... deflationary, ironic
even whimsical... view of one's
and one's work." Then W. W. R.
son on "The Use of Poetry and
Use of Criticism", an essay by R.
Sharrock, so elegant we do
nihil its relative inconsequential
on "Ellor's Tune", and finally
rather disappointing one on "E.
Arnold and the English Poetic
didion" by C. K. Stead, in which
he argues that Ellor's critique

Pub, Chapel, workhouse

Tom Corfe on local history

Poetical Works. Edited by R. Lonsdale.
Oxford University Press £5.50, £19 254170 G, 19 281169 X.

Standard Authors series reprints the volume of Gray's and Coleridge's works edited by Austin Lane Powell, first published in 1917, and, frequently reprinted. Dr. Lonsdale has already done a sterling job on these two poets, plus Goldsmith's volume of the Longman Classics of Great Poets. His Oxford volume

In keeping with the theme and the traditions of the series, a much pictorial, with a basic textual treatment of the knowledge and skills Gray and Collins were to introduce, they completed and submitted by their earliest deadline, and we are referred to the six volumes for additional annotations on such subjects as Gray's borrowings from and allusions to the poets, the case of Gray himself, and the kind of textual revision in the past few years; the advantage of this edition over predecessor in the series is more sensible and revealing

arrangement of Gray's posthumous chronology, the order of the notes is determined—some of which greatly facilitate a student's grasp of his changes and additions as a poet. With Collins and Keats are the bundle of drafts and fragments discovered in the 1850's, first edited by T. W. Cunningham, taken account of, as was Miss C. Lamont's happy discovery of the original manuscript of the so-called "Ode on the Progress of Superstition of the Highlanders of 1767" (William Wordsworth, *Complete Poems*, 1850), and the eighteenth century version of "The Wanderer" (1797). Consequently the first volume immediately affirms the standard text of these poems by "everyday use, and should be followed accordingly."

Norfolk shepherds near Sandringham, circa 1890

Baedekers for literati

David Nokes

Poetical Works. Edited by R. L. Lonsdale.
Oxford University Press X5.50, f.p.
19 254170 f. 19 281169 X.

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tidled up, completed and mounted by their earliest editors and we are referred to this volume for additional annotations on such subjects as Gray's borrowings from and allusions to poets.

In the case of Gray there has been no kind of textual revision in the last few years. The

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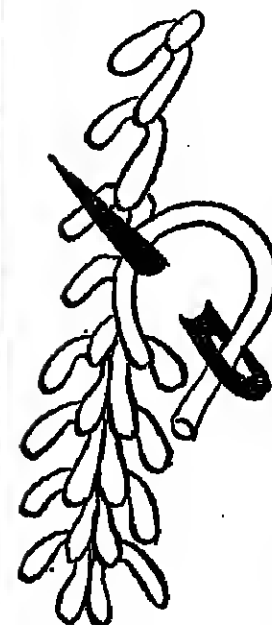
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continued from page 47

text. They often involve the use of mechanically produced images related closely to forms common to the media of advertising, the press and television. Such studies challenge the more traditional, autonomous image-making in art and are often more directly relevant to the child's own experience and interest. Some coherence needs to be made of the content of these five categories, if we are to establish any art syllabus worth its salt. It must not become our own little "circus" of superficial sampling, two weeks of "expressive" art, two weeks of "impressive" art, and two weeks of "culture".

It is the difference between teaching and entertainment. Without proper structuring, we can fool ourselves into believing that we are providing a valuable, expressive, educational experience. In reality it is an Irish stew, lacking in sequence and sustaining philosophy.

At its worst, we could tell tales about the art room devoid of visual stimuli, of the 32 members of 3C raising round the class mauling a possum snugly on a chair, bonanza on his writing hand, forged note from mum clutched in the other. Thirty-two children with 32 sheets of standard sized paper, 15 chovel HB pencils and a motley assortment of brushes, overflowing mixed

powder paints and leaking ynhout cartons full of dirty water. It shows lack of a philosophy, preparation, organization and planning, the lesson masquerading as observational drawing. It leads to a desperate search for new ideas, gimmicks and novelties to arrest everybody's waning interest.

There is a pressing need to get together to work out a framework for a properly balanced, structured programme of art education taking into account the variety of advantages and constraints which are particular to individual schools.

The problems are well known: the preoccupations about art derived largely from parental attitudes and peer-group interaction; career advice, which in the sixth form dismisses an A level choice of maths, physics and art as inappropriate, even silly; subject status: time-table inflexibility; minimal time allocation; limited resources.

Such restrictions force upon the best teachers to make agonizing decisions about course content and ultimately in live with the frustration of knowing that they can only provide an extremely limited range, and perhaps even more important, depth of experience.

But, despite the problems, despite the cynicism reflected in my description of the bad, there is an immense amount of good practice, many dedicated teachers, well-organized and exciting studios and good departmental leadership. The children residing to being placed in a situation of risk, breaking through the barriers of pre-conceived notions and the barriers of discursive language. There is considerable evidence of deep and lasting experiences brought about by good teachers exciting high quality work from children.

The balance between the five categories is critical. The two most neglected in terms of practice and research are "expressive" art activities and "art and society".

The implications for change in the way we structure experience, which is primarily concerned with feeling, are considerable. It cannot simply be a question of providing a minimal stimulus and then expecting a child to "express" himself. We need to explore sensory response thoroughly, to use as many strategies as necessary to widen perceptions, to ensure that what we encourage a child to use art as

a medium for expression has something to say, to say it. The importance of this is often overlooked. And a note, that the proposed discussion, rather than a rather old-fashioned, imagination, curiosity.

Making art today is much more than a technical exercise. It is a social and cultural activity. It is a way of life. It is a way of thinking. It is a way of feeling. It is a way of being.

There are many reasons why art is so important. It is a way of life. It is a way of thinking. It is a way of feeling. It is a way of being.

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There are interesting jobs in craft design and technology but

WILL YOUR PUPILS QUALIFY

asks J. B. Kenworthy

last year (TES, May 20, 1977) I looked forward to future developments in craft design and technology with an optimism which was rather misplaced. While there have been some dramatic developments and to participate in several projects have not produced the results which we have been hoping for.

There are many reasons why art is so important. It is a way of life. It is a way of thinking. It is a way of feeling. It is a way of being.

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A levels in addition to three other subjects at O level. (O and A level equivalents are acceptable.) Sixteen-year-old pupils who hope to teach should be made aware of this before they start their sixth-form courses next September. On present trends there is no future in teaching for anyone unable to qualify for entry to a new type of BA/BEd course.

I am certain that one reason why so few candidates apply for courses in craft design and technology to colleges and universities is because of confusion over the A level requirements. I will return to A levels in schools in a moment. To clarify the situation so far as institutions offering craft design and technology courses are concerned, the position now is that candidates with only two A levels may apply.

I am fully aware that prospectuses often state that A levels in specific subjects are required, but they also allow interviewing bodies discretion to offer places to suitable candidates who may not fulfil the stated requirement.

The question of what constitutes a suitable candidate in this context requires some clarification. It is unfortunately true that too many schools, for one reason or another, are unable to offer A level courses in craft design and technology to their pupils, but there is usually nothing to prevent an interested candidate preparing a portfolio of work to take to interview and it is this kind of activity which will go a long way to decide whether a candidate is suitable.

The range of activity now covered by craft design and technology courses is such that the choice of material and interest open to a candidate for inclusion in his or her portfolio is very wide indeed. It may be that this very breadth of activity is in itself a deterrent to candidates who have a deep interest in one aspect of the field. Such candidates can rest assured that in these days, when project or topic rather than syllabus govern the

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course, they will have an opportunity of devoting a large part of their time to their chosen activity. Of course they will also be expected to devote some time to a study of craft design and technology in its widest sense to enable them to fit easily into a school department with a wide range of activities.

It is possible to visualize courses in most institutions as pyramidal but a pyramid with more than one apex. This enables a student to start with a broad-based course and as time passes to concentrate more on a chosen area. The form of this pyramid varies from institution to institution and study of various prospectuses will enable a candidate to decide which institution offers a course most suited to his or her needs.

This study of prospectuses could also prove rewarding from the point of view of qualification awarded. The qualification most generally available after a course of this type is a three year BEd degree validated either by CNA or a collaborating university. Suitable candidates may also proceed to a BEd honours degree which is awarded at the end of four years of study. It is interesting to note here that two of the largest colleges concerned with the training of handcraft students under the old system have moved or are moving to merge with a university. Loughborough College is now part of Loughborough University of Technology and as a result able to offer a BA degree to successful students.

Shoreditch College, while at the moment offering a London University validated BEd, is negotiating an alliance with Brunel University which if successful will obviously have an impact on the qualification awarded. It may well be, however, that not all candidates will feel at home in such specialist institutions and for them a whole range of colleges and polytechnics is available.

In conclusion I must return to the question of craft design and technology A levels in schools. In an attempt to find the true situation John Penfold and Mervyn Smalley of Shoreditch College conducted research into the situation and attitudes in schools. Their interim conclusions were published in ILEA Contact, November 25, 1977.

The whole article makes interesting reading, but I will limit myself to a few of their findings. Of their sample 60 schools with sixth form courses in the ILEA area only 30 schools had A level candidates in the whole range of craft design and technology subjects for the 1976-77 session. When looked at over the whole group, schools with a design

based approach had an average of 7.4 candidates per school, schools with a mixed approach had an average of 4.3 candidates per school and those claiming a traditional role had an average of 0.7 candidates per school. Two thirds of schools questioned caused pupils to choose subjects at the end of form three but in only two out of 37 mixed schools were girls "not encouraged" to opt for craft and design. In fact, girls are now coming forward generally in increasing numbers for craft design and technology courses in colleges.

New I do not suppose that anyone would accept the above figures as statistically sound; for one thing they are subject to too much interpretation, but they do give an indication of the state of affairs in 1977. If I may quote a paragraph it may go some way to indicating attitudes. "When we embarked upon our study we gained the impression from our contacts with teachers and students that design technology was not highly thought of as a particularly 'desirable' O or A level subject. Letters accompanying questionnaires received from design technology teachers noticeably have strongly confirmed these initial notions. Four members from one department wrote a joint letter which included the following statement: 'We frequently advise pupils who are technically highly competent not to take our subjects because of their limited currency value.'"

Years ago in days of mass employment and the limited currency value of an A level this may have been true, but now when many universities are changing their attitudes to accept design and technology A levels and there are satisfying careers in teaching and elsewhere is it not time that attitudes changed in schools?

J. B. Kenworthy is Honorary Secretary, Conference of Lecturers in Craft and Design Education.

Most institutions start with a broad-based course with opportunities to specialize later.

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Book reviews

MANUALS OF EXCELLENCE

Ian Mortimer

The Thames and Hudson Manual of Woodcut Printmaking. By Walter Chamberlain. Thames and Hudson, £5.75.

The Thames and Hudson series of manuals for artists and craftsmen is now well established and has already included several excellent books on various aspects of printmaking. The latest is on woodcuts and related techniques, by Walter Chamberlain, who will already be well known to artist-printmakers for his *Etching and Engraving* in the same series. This was, and still is, the most comprehensive manual on the subject, and the new book will be eagerly devoured by artists, students and teachers alike, who will find the same thoroughness expected after his earlier book, and needed for treating a subject so varied in its approaches and techniques.

For more than most printmaking media, the relief print makes use of a wide range of possible materials, cutting or manufacturing methods, and ways in which the final image is produced. Indeed, the subject is so vast that Mr Chamberlain has separated woodcutting from the other relief printing methods such as woodcut, linocut and other kinds of block printing, leaving it out of the present manual in order to devote a separate book to it later. This will undoubtedly help to clarify the confusion that seems to exist between cutting and engraving, although it would seem inevitable that there must be some repetition in the later book when it comes to methods of printing, since the techniques and equipment used are largely identical.

The approaches discussed in the present book are suitably presented for artists of all ages, of experience

and photographs and clear diagrams are given to show essential tools and materials, describing all the processes of preparing and cutting blocks, as well as other ways in which a relief surface may be built up for printing. Various approaches to the printing itself, both with and without a press, are described.

In common with all books in the series, it starts with a historical survey of the subject, from the earliest woodcuts done in China to the present day. Fifteenth century book illustrations are reproduced, and a wide range from Japanese colour woodcuts to Gogh's *Munch* and the German expressionists, right up to contemporary artists using the medium. While most of the illustrations are very small, and in some the white paper of the original has reproduced as an unfortunate dark tone, the section provides a vital background to the later chapters where the techniques are discussed in detail. This book is of special interest to the oldest, as well as the most direct of all printmaking media.

The Thames and Hudson Manual of Bookbinding. By Arthur W. Johnson. Thames and Hudson, £5.95.

Binding and Repairing Books by David Munn. Batsford, £4.95. ISBN 0 7134 0677 1.

Bookbinding is one of those deceptive activities that is at once a craft, simple and rewarding for schoolchildren, and an art, demanding years of practice to master.

limited and so-called editions. Many professional spend a large proportion of their time putting right the mistakes of earlier craftsmen and of many new books throwing understanding on the welcome.

Of the two recent books Johnson's *Bookbinding* is a demands, though it must be said it is not a book for complete users. It is extremely comprehensive, discussing not only the techniques, such as how to select and use the materials, the methods of paper and binding, but the very nature of the craft, its history and its place in the world of art and design.

The series is known for its combination of good photographs and diagrams, and the editors have done well in this regard. The diagrams in particular are clear and outstandingly detailed, and the photographs are of a high standard, showing the work of the craftsman in a way that is both instructive and inspiring.

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the Polyfilla Schools' Art and Design Awards 1978

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In the picture, left to right: Mr Henry Fildes, Chairman of the Judges; Overall Winner Richard Price; Director and Judge, Dave Lee Travis; Mrs. P. P. P.

12-14 Age Group Winners: Mrs. P. P. P.

The Winners

Up to 7 Age Group
Subject: Mother Feeding Baby
School: Princess Mary Infants School,
Banbury Grove, London N16.

8-11 Age Group
Subject: Hillside Village
School: Horfield House Prep. School,
Milford on Sea, Learnington, Hants.

12-14 Age Group
Subject: Macbeth's Witches
School: Ullapool School,
Ross-shire, Scotland.

15-17 Age Groups
Subject: Achilles
School: Weymouth G.S.,
Weymouth, Dorset.

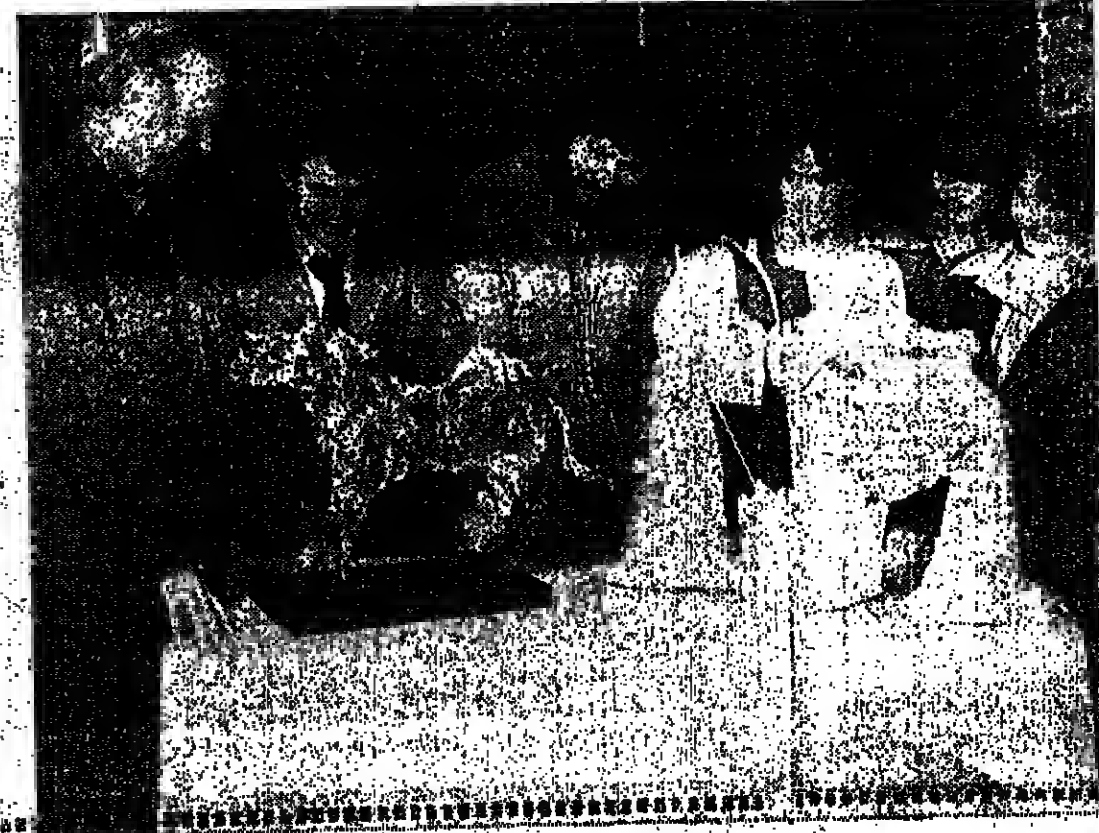
Project Groups
Subject: London Jubilee
School: Rodlands School,
Chudleigh, Devon.

Overall Winner - Richard Price
Subject: Thoroughbred
School: Ystrad Tywi Country High School,
Johnstown, Carmarvon.

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Tom Dodd

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publishing october

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David M. Shaw and J. M. Reeve

Design Education for the Middle Years provides detailed guidance for primary, middle and secondary school trained teachers on how, despite the very real difficulties involved, they might translate the aims and objectives of design studies in education into meaningful activities and viable courses for their pupils.

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Girls who wish can choose the subject. However, opting in for design technology becomes rather like opting out of religious education - it rarely happens

THE LOST RECRUITS

By Paul Griffiths

"The DES Shuffle" experienced during the past two years by colleges of education and education departments of polytechnics, involving closures and mergers, resulted in an avalanche of publicity to the effect that on present recruitment figures qualified teacher numbers would grossly exceed future demand.

At the time many school leavers and postgraduates in considering teaching were filled with misgivings and reservations about their future security. The prospect of finding a teaching post at all was said to be at best remote.

What failed to emerge quite so clearly was that certain subject areas including maths, science and design technology were notably short of suitably qualified teachers. Departments in colleges already recruiting comparatively low numbers suffered a heavy blow. In the case of design technology they look likely to continue. While the growing number of sixth formers pursuing design technology as an A level subject is heartening, the overall figures remain low.

The reasons for this are many, but a major contributory factor must lie in the exclusion of girls from design technology curricula. The immediate effect is to cut by 50 per cent the number of potential students at further and higher education level.

The principle of equality of opportunity while supported in careers by the Sex Discrimination Act and in education by the implementation of comprehensive policies, is flouted at school level. Discrimination and partiality against girls in technological work continues in many schools. Responsibility must lie fairly and squarely with the curriculum planners who allow this to continue? It can profitably be explained in terms of tradition. The percentage of design technology can be traced to the 1850s. At that time, as indeed until recently, occupational roles of the sexes and classes were clearly defined.

Practical work made its curriculum debut in order to give boys a taste for their future occupational roles as artisans. Curriculum time for girls was occupied with needlework, "homemaking" or other activities considered relevant to their futures as housewives. The aims and structure of the subject have moved far from those days, but the image of women technologists, if it exists at all, remains poor. The failure of girls to pursue design technology courses at school level, and follow associated careers, is often due to parental influence and careers advice which steers them into what are regarded as feminist occupations.

However, these are secondary causes. The main reason why girls fail to sacrifice the spatula for the micrometer is the lack of direct experience of design technology at school level. The choice whether or not to participate often does not exist, and it is this which needs correction.

There is a good case for breaking one of the last enclaves of male domination in curriculum activity and not only permitting female participation in the subject but making it obligatory for study by both sexes at secondary level.

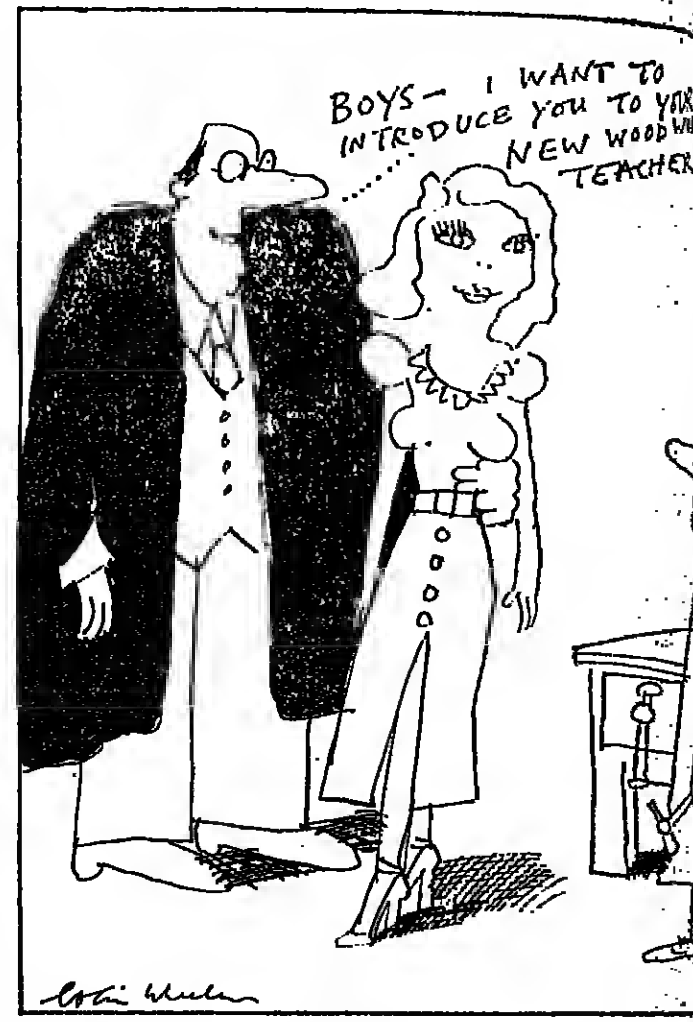
We are concerned with involving children in certain areas of knowledge primarily for the understanding they provide about the structure and workings of the modern world through subjects such as sciences, economics, technology. Clearly the shift in emphasis from the classical preoccupation is right, and we have a responsibility to succeed in making children literate in these new areas.

This is not an emotive plea, but a firmly based proposition given that we accept that school curricula should change to accommodate changes in culture and society. The case for design technology does not only lie in the utilitarian value it offers of meeting the manpower needs of industry. Centrally it is concerned with giving children an understanding of the way man has developed a sophisticated environment with the aid of technology, and enabling them to make sense of technological developments without which modern life would be inconceivable. The design technology curriculum should be a compulsory part of the curriculum for all children, not just those who are interested in it.

At Avery Hill College we are not alone in this. The research by John Markory Stowell, of the College, revealed that a level design technology course is offered by schools to a level at which it is a compulsory part of the curriculum for all children, not just those who are interested in it.

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Paul Griffiths is a lecturer in the department of design and technology at Avery Hill College, Edgware.



Peter MacKarell looks at the response to

ANYONE FOR ART?

Anyone used to browsing in shops their own region was markedly remote.

It was refreshing to see that, the commitment to a wide range of activity was supported by practical suggestions one correspondent wanted a Which? type survey of studio or art room materials and equipment, another suggested a gazetteer or directory of special interests so that teachers wishing to embark on new craft work could get useful technical assistance, another welcome letter was from Phyllis Haller, Acting Education Services Officer at the National Maritime Museum, who pointed out the possibilities for contributions from museum education staff and specialists.

One question raised was whether or not a projected journal should have an association base. The National Society for Art Education has a working party studying the idea and their secretary, George Williams, who was at Bourne-mouth some months ago when he said he was surprised that in a country like Britain such a journal did not appear to exist.

Through the good offices of The Times Educational Supplement and the Aristides' column I offered to act as a clearing house to see what sort of response was forthcoming from people working in the field.

The response was interesting. People did take the trouble to write or send messages and without exception they all expressed support - they differed of course - but some salient features emerged and these are worth a closer look.

There was a strong feeling that the demands and exigencies of everyday practice made for a kind of isolation. Teachers wanted to know what was happening, to see Wellington's phrase, "on the other side of the hill," and naturally enough this view was staunchly represented by people who felt that

LOOKING THROUGH RADIO

By Peter Fozzard, producer BBC schools radio

"The visual arts are too important to be left in the hands of television." This may appear pertinent to my colleagues who work in television, but at least it makes my point. I am convinced that radio has a valuable part to play in making young people think about what they see, and the series *Look!* will be offering some material of great interest to those concerned with visual education.

Although the programmes themselves will not be broadcast until the Spring of 1979 this seems an excellent time to outline what is to be broadcast since notes and filmstrips should be ordered from the BBC before the end of June.

The reference to filmstrips may need an explanation. There are five radio programmes and the other four are radiovision programmes, that is, a combination of a filmstrip and a radio programme recorded to the school. This combination gives the teacher a collection of still pictures of good quality and a commentary which can be stopped at any point to allow for completion of questions.

The filmstrip also forms a small "imaginary museum" and allows the BBC to offer the teacher collections of pictures he or she would find it difficult to put together. Spanish paintings, for example, has always aroused great interest in the United Kingdom although there are not many pictures in public galleries. The Goya exhibition at the Royal Academy was one of their most popular exhibitions since the Second World War. So one of the radiovision programmes will deal with the work of Goya and show the great range of his work, from the delicate early portraits for ladies to the haunting "black paintings" with which the artist painted the decorated the home of his death.

Thanks to the generosity of the Prado Museum we will also be able to show a selection of the masterpieces by Velázquez and be seen any interested by a younger generation. The works could be shown at the Royal Academy's exhibition of the four "radiovision" programmes I have outlined will be repeated in Spring 1980. Radio programmes, with no support from a filmstrip, are also an important part of *Look!* Teachers concerned with careers and with art may both be interested in a programme on Going to Art School which will outline what is required and also include the voices and views of students from art schools. A related programme will deal with the difficulties and decisions involved in choosing a painter. The series will also include a programme on Expressionism which will say something about the movement and, perhaps, inspire from plays written by artists such as C. G. L. and S. L. The series will also include a programme on the work of the artist J. M. W. Turner, who was one of the most important of the 19th century. The series will also include a programme on the work of the artist J. M. W. Turner, who was one of the most important of the 19th century.

issue of the American journal that I saw contained only photographs. The most troubling letter came from a teacher who set out much of the general ground, isolation, the need to see what other specialists were doing, the desire to combine art activity with other subjects, but he made one further point which was that he "did not want to forget that he was an artist himself". If a journal could help to keep the flame of practice alight, then who knows what benefits would accrue to individuals and the professional field as a whole.

It was also clear that the "litis for teachers" approach was considered too low a level mud, broadly speaking. I think the point is solid, although in practice I have on occasion ransacked my daughter's bookshelf for a box-draw book when my own visual memory clogged, so I believe the trip to Square One may not be altogether useless! In making a collective gesture of thanks to everyone who helped I can do one duty in my role as clearing house by telling the correspondents who asked what the chances were of Eliot Eisner contributing that the prospects are fine because he wrote to me expressing positive support and willingness to contribute.

To sum up, I would say there is good evidence of enthusiasm and need (I don't know how desperate) for a lively journal with an open, serious and independent policy that could serve the interview areas of art and education.

There was, by the way, one correspondent from the north of England who proposed something very much on the lines of my summing up and he said he was prepared to pay up to 50p a copy for such a journal. It seems to me his offer deserves the comment of Mr. Hulse, in *Hulse's Choice*, when he said: "If that isn't handsome, I don't know what is!"

Peter MacKarell is a lecturer at Goldsmiths' College.



From the Disasters of War by Goya.

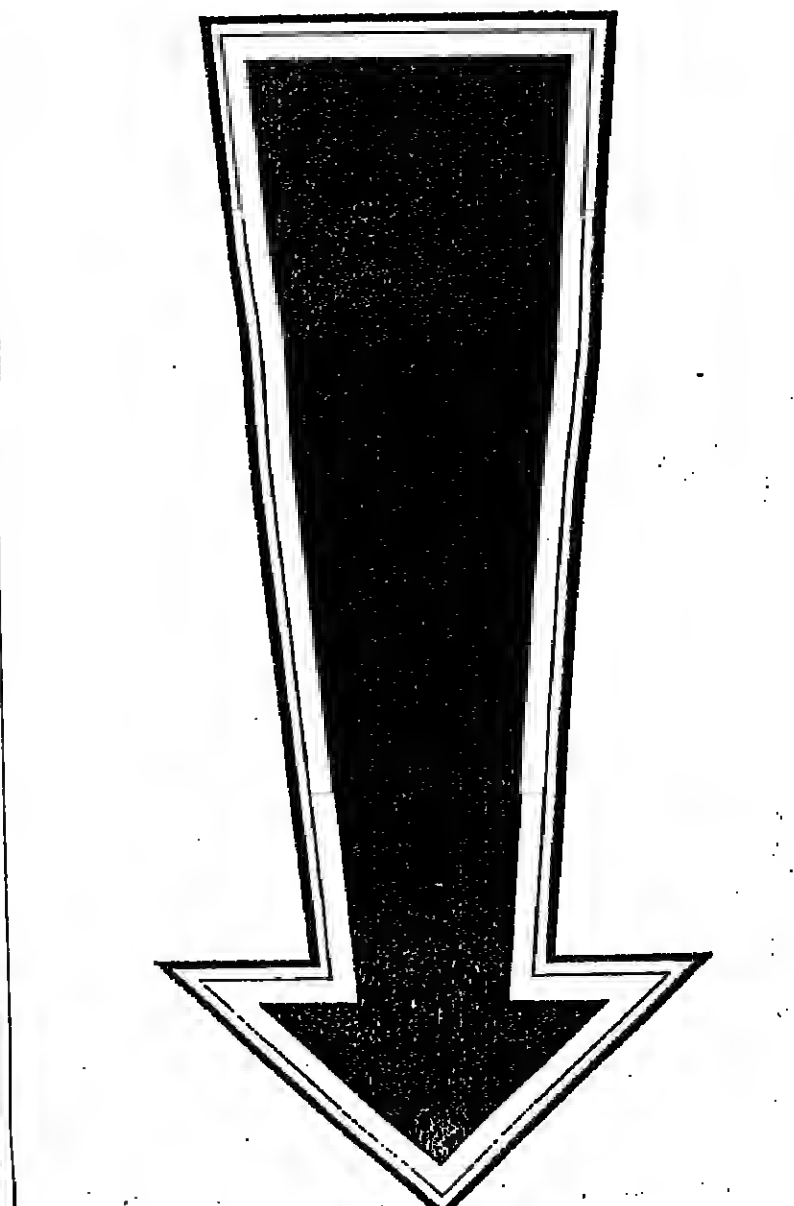
Masterpieces from the Golden Age of Spanish Painting and the "black paintings" of Goya were too frail to travel, the two filmstrips will give a more complete view of each painter's work than the exhibitions could offer.

These programmes will be of interest to history and language departments as well as to teachers interested in the history of art. The series is intended for listeners of 13 to 16, but these programmes should also be useful in the first year of the sixth form.

Look! is not just a programme about painting, however. The series will also include a radiovision programme about the work of the artist J. M. W. Turner, who was one of the most important of the 19th century. The series will also include a programme on the work of the artist J. M. W. Turner, who was one of the most important of the 19th century.

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FROM THE PERIPHERY TO THE CORE

By Brian Allison

Art and design is generally considered to be a peripheral subject in schools despite the support repeatedly given to it in government and other reports over the last 40 years.

Its place in the school timetable would seem to have been assured, however, mainly because it has been felt to be there, rather than because of any real understanding of its proper function. Apart from being a support for other school activities it has appeared mainly to be relevant only to itself. There are few professions, for instance, which accept external examination passes in art and design as appropriate entry qualifications, and even art colleges pay scant regard to the value of passes in the GCE A level examinations in art and design.

It is interesting that the much criticized recent Green Paper projected a very clear attitude by referring to the arts only twice as against the plethora of references to science, technology and industry. There may be a number of understandable reasons for this situation. What has been done in schools under the heading of art has been interpreted in such a way as to be very much dependent upon who

Yet success for many art teachers is still measured by the number of pupils who manage to gain places on art college courses. This is a measure of the adequacy of the "leaving as an artist" concept of art education has led to the proposition of alternatives, such as the fairly recent design education union, but for the most part they have turned out to be as fundamentally influenced in theory as well as practice as that which they sought to replace.

However, it is encouraging to note that a mood for change is emerging in art education. Indeed it is not he inappropriate to suggest that art education is being subject to a more critical consideration of role, function and implementation than that afforded to any other subject in the school curriculum. This consideration is being generated through a number of different agencies at both national and local levels and some broad consensus is beginning to emerge. The academic support which is being developed as an underpinning is impressive and an important contribution to that support is being made by the specialist art and design teacher training centres.

Art education is almost unique in that, apart from a scattering of small numbers of art and design graduates in other post graduate certificate in education courses, specialist art and design teachers are all trained in thirteen nationally distributed centres. The concentration of large numbers of single-discipline graduate specialists, itself a prerequisite for any "centre of excellence" concept of teacher education, has not only provided the institutional support for the development of discipline-oriented advanced and inservice courses for teachers, but has also promoted an increasing body of directly relevant research.

What is emerging is a wholly realistic view of the role and function of art and design education in terms of the kinds of relationships our future fellow citizens could, and, given appropriate and responsible art education programmes, can have with art and design. Proper regard must always be given in schools to the infinitesimally small number of embryonic artists and designers, but art and design education has a primary concern with contributing to the aesthetic experience of all people. Art education programmes need to be as much concerned with the quality and value of underpinnings of, for instance, architecture, the multimedia environment and the design of domestic furniture, as they are with those of paintings, sculpture, film and television.

It is a commonly held belief that external examination syllabuses should reflect rather than direct the curriculum yet such syllabuses, and perhaps should, provide guidelines for curriculum content. Indeed a revised external examination system may give a much needed lead in this direction. In the proposals evolved as part of the Schools Council Examinations at 18+ the N and E proposals, the commissioned group based on the ASAT identified, probably, for the first time, explicit goals for art education upon which curricula could be developed and forms of assessment devised. These were listed as:

(1) The development of a broad understanding of the significance and contribution of art, craft and design to society.

(2) The development of personal skills leading to a confident and creative attitude towards the visual and tactile aspects of the environment.

(3) The development of a personal aesthetic judgement and taste.

(4) The ability to value and appreciate the heritage of this and other societies, past and present.

(5) The ability to be able to articulate and communicate



opinions and feelings about craft and design.

(6) The development of personal individuals' subjects applied interests, but not exclusive, production and expression. The activities implicit in the aims could be taken to include making, looking at, thinking about, talking about, knowing about and using in, art, craft and design. Achievement of these aims will be dependent on the range of fundamental concepts regarding the nature of craft and design.

Although inhibited by the need to discuss these goals in a description of the broad range of understandings and competences which might reasonably be expected to have been achieved by the end of their art education, the whole of their art education could be seen to contribute to the aesthetic being of our society.

As all of these goals are important for all of our future citizens, the identification of any well planned, appropriate and proper learning objectives, and the achievement of these goals, should be a primary concern of all art and design education. The framework within which these goals could be developed, and the participation by teachers in the development of these goals, could be a collaborative endeavour. It could be a shared responsibility, a shared responsibility, a shared responsibility.

With such a framework of understanding, the art and design curriculum could be developed and forms of assessment devised. These were listed as:



RAVENSBOURNE—the anatomy of a college of art and design.

By Bernard Denvir

To the general cynic of people art colleges are enigmatic, evasive, charming, and in actual fact almost entirely wrapped in mystery. To bodies like the CNAA they are prickly nettles in the neat hedge of academic bureaucracy, to be grasped firmly, but apprehensively.

To the administrative bodies of polytechnics which are fortunate or unfortunate enough—according to taste—to possess an art college, metamorphosed into a faculty of art and design, they are either prestige-conferring symbols—like parking meters to a small town, or bewilderingly murky fiefs to be coaxed or cajoled into conformity with the tidy kingdoms of science, technology and the humanities.

To the teaching profession as a whole they can be a variety of things—dustbins for the less academically inclined, sources of resentment and envy which produce totally incomprehensible objects and where the holidays are longer, the pay better, the social order and moral dubiousity, or places where students

can be taught technical skills and attitudes to problem-solving which will stand them in good stead for the rest of their lives.

Ravensbourne is not a typical college of art and design. The species lends itself to conformity less than any other type of institute of higher education. But it does serve as an interesting example of such colleges as they exist today. Free from any connexion with a dominant parent body, it presents a picture of a type of art and design college which, apart from those in the LEA area, has become increasingly more rare over the past two decades.

Admittedly, its independence was a close-run thing. For two or three years discussions went on about its being absorbed into an institute of higher education, but the closing down of Stockwell College of Education, one of the component parts of the proposed body, led to the idea being abandoned.

Although Ravensbourne College of Art and Design is a comparatively new institution (founded in

1962), it is in effect an amalgamation of the two long-established art colleges of Bromley and Beckenham, each with its own special traditions and aesthetic preoccupations, the former inclining to art and fashion; the latter to graphic and three-dimensional design.

During its early years these loyalties tended to persist beneath the surface of cooperation and good will, and the building in which the college was housed, which it shared with the local college of technology, did little to promote integration between the four disciplines, as each was housed on its own separate floor.

In April 1975, however, the college moved to a new building, imaginatively designed for its specific function, located within its own elegant area of lawn and woodland, nestled amid the neat Georgian houses of Chislehurst. The four schools—fine art, graphic design, three-dimensional design, fashion and textiles—are each housed on alternative sides of a

central spine running the whole length of the building, which rises to most of its elevation only in a first floor.

The studios are spacious and adaptable, the workshops lavishly equipped, the social amenities, canteens, bars, can be used for a variety of purposes. The results of the move were almost immediately apparent, not only on the social plane, where a new sense of corporate identity developed, but in the educational dimension, where the various disciplines lost their sense of hermetic isolation.

It is indicative of this, for instance, that although art history and related studies, so often a department of discontent, has its own main areas, it also maintains seminar rooms in each school, with tutors who liaise with its staff and students.

Generously and understandingly supported by the London Borough of Bromley through a board of governors, whose chairman is that formidable design impresario, Geoffrey Dunn, Ravensbourne received recognition in all four areas for the Diploma of Art and Design shortly after its inception, and this has been renewed under its BA degree guise by the CNAA.

At present there are 377 students on these degree courses, representing 46 per cent of those who originally applied for admission. Of these 46 come from abroad. As people they are as various as students anywhere, though one might embark on a few dangerous generalizations about them. During the past six or seven years they have become increasingly inclined to accept more readily those academic idiosyncrasies and intellectual standards which the generation of the 1960s so hysterically rejected. They are less cocksure, and they used to be of the infallibility of the avant garde. Their eyes are fixed more steadfastly on the uncertainties of the economic future.

Personality patterns tend, very roughly, to reflect the area of their specialization. Fine art students tend to be more sortorially independent, graphic students the smartest, fashion students the most elegant, three-dimensional designers the most conventional, and they dress patterns are reflected in attitudes to life and work. But the dividing lines are not always as sharply defined as this might suggest, and

in any case much less so than they used to be.

In addition to its degree-course students there are 87 doing the foundation course of a year, which at Ravensbourne, unlike most other art colleges, is not a common one, but is divided into the four main areas according to the student's choice. On another site, in Bromley itself, there are 63 students taking a college diploma in illustration, and 21 taking a Technician Education Council Higher Diploma course in communication engineering for television and broadcasting, the first of its kind in the country.

The total student population, therefore, is 508, ranging in age from 17 to 30, and the average cost is £2,233 a head a year.

The teaching staff consists of 51 full-time and 56 part-time, for great emphasis is placed on employing those whose activities in the field of art and design are mainly carried on outside the academic world, and who, therefore, can bring into it a sense of involvement with current realities. Indeed, many of the full-time staff are also actively involved in such work.

As far as the senior staff are concerned, Ravensbourne, like many other colleges, has reached a generation change-over. There is a recently appointed principal, Nicholas Drewling, a product designer with a background of considerable commercial experience, who is in his forties.

The head of fashion and textiles, who took over the job two years ago, is a decade younger. Both graphic design and art history will be experiencing change of leadership within the next few years, and there will be new appointments made shortly to the principal lecturers in painting and sculpture in the school of fine art.

Within the college the main managerial element is the Principal's Board, consisting of the principal and the heads of schools. The Academic Board, with student representation, tops the teaching hierarchy. Among its other educational responsibilities is the expulsion of students for unsatisfactory work, as the culmination of a process of earlier warning letters.

Slightly reconstituted, and with the addition of the CNAA assessors, it becomes each year the examination board, basing its decisions on a combination of continuous assess-

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Photo: Deborah Gardner

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purpose—except for occasional holiday projects which lack the workshop's valuable continuity of year-round contact with its children.

Underlying the original concept of the workshop was the desire to see how far continuing out-of-school provision specifically oriented to developing art skills—and encouraging children to gain satisfaction from them—could help young children in widening some of the pressures of an inner-city environment.

And around Toynbee those pressures are clearly exacerbated by some particularly desolate tenement housing (as well as newer, more average council housing), the noise and fumes of the juggernaut lorries on Commercial Street—which isolates Toynbee and the local primary school from most of the housing—and the racial tension of the Aldgate area. (This tension impinges overtly upon children when they are slightly older.)

However, the area displays another inner-city characteristic—shifting population. The workshop was originally conceived for a mixed population—nobody expected that by the time it was under way, the decanting of tenants from condemned tenements and re-distribution of tenants in other blocks would result in a population in the immediate catchment area that is

overwhelmingly Muslim and Bengali. The workshop has adjusted by bringing in an Asian interpreter-adviser, cooperating in language classes for Asian mothers and planning to incorporate more Asian themes in the workshop's activities. But this situation gives the workshop a starker challenge in competition for children's time.

The workshop was always intended to do far more than keep children off the streets, but even such a modest aim would be superfluous for many of the Muslims. With mosque and mosque school to fit in after a hard day in primary school, it is a wonder that so many Asian children find time or energy to come to the workshop, even when session times are adjusted for them. It is not just a matter of time—Asian children have a big gap to bridge between the atmosphere and expectations of a contemporary British primary school, and the far more rigid discipline of mosque school, without the arts workshop as a third distinct institution.

This only underlines a central problem for the workshop. The staff have no desire to re-create the discipline of school, and after a day in school, children often want to let off steam rather than concentrate. The staff recognizes this and provides some opportunities through drama and games.

But the art activities to which the workshop is committed require some measure of discipline and concentration, and it is in achieving that discipline within voluntary sessions—and without a school's structure or sanctions—that proves the greatest test of the staff's skill.

Given these problems, it is perhaps remarkable that the workshop has been as successful as it has. The numbers of children and the quality of their work has been very variable—as has been the value of the experience to them, which is what really matters but is hard to determine.

Exhibitions of works—such as those last year in the foyer of Whitechapel Art Gallery near by, or last month at Queen Mary College—give a sense of the quality. Over the months one recalls distinctive drawings of Bangladesh that some girls drew quite unaided, or perfect like puppet-making which caught the children's imagination.

The project has further led significance, part from its artistic goals: it is virtually the only meeting-place in the area, apart from school, for children of all races in the area. But despite local support—and a small grant from the Spitalfields Project—this project is uncertain, once its initial funding is exhausted.

Its unorthodox approach, which originally attracted Gulbenkian support, can sometimes seem a liability to other funders, particularly since it insists for its art activities on smaller groups of children than might be found in other out-of-school centres. But gradually the workshop is encouraging local mothers themselves to help in running the workshop, so that the help of trained professionals could be spread further without diminishing the favourable ratio of children to adults.

In this and many other ways the workshop is a unique institution (which in the absence of any reliable model were inevitably numerous). The workshop's social impact is difficult to judge, but the project is beginning to yield many useful pointers for the future of art activities outside school, pointers which will be explored in an eventual Gulbenkian report. So it would be a pity if the project were blighted just as it is about to bloom further.

Christopher Griffin-Bentley has been observing the Toynbee Arts Workshop's progress to prepare a report for the Gulbenkian Foundation.

IN A PERFECT SETTING

David Anderson looks forward to "Art in Action"

The Jubilee holiday dawned dull and squally, so we modified our plans for entertaining Conrad, aged nine. First we will go to Waterperry, we said, and see this show called Art in Action, at least there will be something under cover to keep us amused for an hour or so if it rains; we can go on the river later if it turns out fine.

But after a couple of hours at Waterperry, we fetched our picnic from the car and spread it by a dampish flower-bed. We had not

seen half the art, Conrad had been promised some personal union with the potter's wheel—and we were all enjoying it too much to leave so soon.

A staggering 11,500 people came during the busy hour and a half days. Encouraged by such a first-time response, the organizers of Art in Action are putting it on again in the Spring bank holiday. They are likely to see an even larger turnout, but the grounds are spacious.

What made last year's occasion unique was, of course, the action bit, plus the emphasis on the fine arts and the high standard of work. Each of the 50 professionals taking part were happy to talk about what they were doing, whether sculpting a horse, engraving glass, carving silver, illuminating a volume scroll, or painting a portrait.

The possibility of conversing with an artist, and watching his work developing under your eyes gives a sense of being closely in touch not only with the practical process but with the mind and vision which is creating it. It is a totally different experience to being a spectator at a static exhibition of end-products.

Craftsmen are to be seen making jewelry, fine furniture, bays and harpsichords. There is etching, lacemaking, weaving, dyeing and spinning. New activities promised this year include glass-blowing and book-binding. You can buy the artists' work, or commission a special piece.

A company of professional actors will take Shakespeare from script to stage in order to demonstrate how a performance is brought to life. Three concerts of medieval, Renaissance and Baroque music will be given each afternoon to the day. Beyond church and to the house,

Each morning there will be puppet shows for the children.

Entertaining—even for such a multitude—is not always the objective. There is a wine and cheese tent and a stall selling hot penny buns, and a stall in chocolate. In another booth, an adept chef mixes and turns out an astonishing number of pancakes a minute, keeping four pans going at once.

Waterperry House is a perfect setting for such an event. A large cultural college of high repute, it is well known for its range of open-practice and plants.

Waterperry village, near Weymouth, is an hour's drive from London, not far from the end of the M40 on a quiet mile from Oxford. The festival site will be well sign-posted.

Art in Action is from May 16 to 29 inclusive, from 10 am to 6 pm. Admission £1.50, reduction for children, OAPs and students. The Friday has been set aside specially for school and club parties, with admission for both pupils and teachers reduced to 50p. Booking is through the London Office, Augustus Studios, Augustus Road, Brook Green, W8 3PH, 01-273 4242 and 020 2543, and organizers would like at least one teacher to every 20 children. Booking is also advisable for the concerts and puppet performances.

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Reviews—resources

LIKE A LIST

Topics in Art History (Six Booklets). Blackie £1.30 each.

Fifteen years ago the appearance of a series of six booklets presenting a condensed history of the visual arts would have excited little interest. Today it provokes a reflection on the inability of educationalists like its authors, the Dunbarton Art Panel and their publishers to understand what is needed.

At a time when subject compartmentalization is being increasingly questioned attention should be drawn to the opportunity to embrace the isolated disciplines of mathematics, history, geography, sociology, philosophy, even from the humankind and individual oriented territory of art history.

The booklets begin promisingly with an introduction that takes the form of a historical survey and, although this occupies only one page out of the 30 in each booklet, it is by far the most stimulating one. In the survey of the seventeenth and eighteenth centuries the names Gollins, Kipler, Boyle, Desportes, Milton, Mollere, Montevord and Newton all appear in proximity to one another. But then we turn the page to find conventional and painfully condensed art history in its most limited and inert form.

To be fair to the authors, they do not have room to present a comparative examination of ideas in the format they chose, but had their intentions been more related to need the resources they expended might have produced a book of value. As it is the series of illustrations and text. The artists themselves are often presented in a dictionary-like list disconnected from what they are essentially an extension, the society in which they lived. The photographs are faded and indistinct and some so small as to be entirely without purpose. The covers do not invite further investigation.

These booklets indicate the survival of that austere attitude to education in which you are expected to swallow a lifeless pill of information and maybe pass an exam. Philip Midgley

DRESSING UP

Finding out about Costume
The Georgians 1700-1790
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Victorian and Edwardian 1840-1914
Each filmstrip with notes, £3.25
Hugh Baddeley Productions, 8
Drampton Road, St Albans, Herts.

The History of Dress
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Set of four single or double frame filmstrips with handbook, £10.60.
Optional cassettes £2.00.
Visual Publications, 197 Kensington High Street, London W8

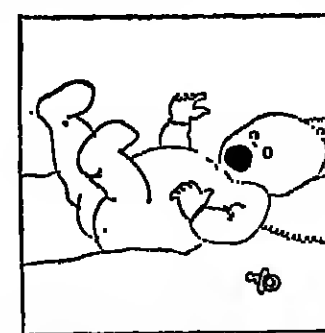
Finding out about Costumes offers a chronological survey of the history of English costume from 1700-1914. The illustrations are from contemporary material, costumes, dolls, paintings and prints. This series offers a comprehensive catalogue and so intensive is the treatment that the publishers suggest that 10 or a dozen frames will be adequate for a single lesson. The publishers have provided basic material which can be used throughout the year. The series is a valuable resource for the classroom of serious reference to the wider social context, so teachers will find themselves filling in this and other background material.

At the level of the museum piece this subject risks remaining static. The series is a valuable resource for the classroom of serious reference to the wider social context, so teachers will find themselves filling in this and other background material.

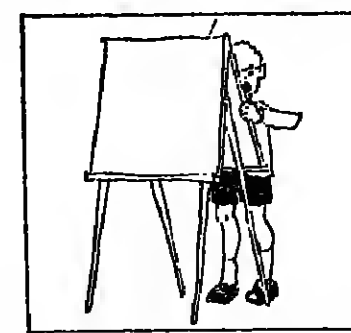
continued on page 58

THE RISE AND FALL OF AN ART EDUCATIONIST IN SEVEN STAGES

By Peter Mackarell



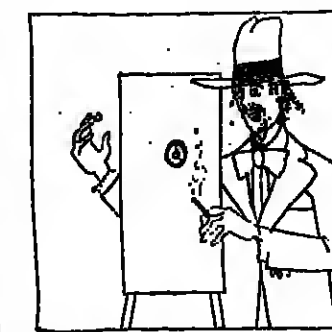
1. ORIGINS. Is born. A lusty infant with grabbing fingers, a big mouth and good lungs. Drastic Nurse very unimpressed.



2. PRESENTIMENTS. Is keen on drawing at school and decides on specializing what he is doing. Educational psychologists thoroughly impressed.



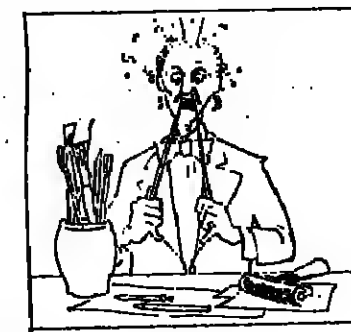
3. PROMISE. Is a leading light at a school. Parents, teachers and the public are all impressed. Concern still at college highly impressed.



4. ESTABLISHMENT. Is soon out of art and into education. Solid success while on probation. Love in America with definite future. A day in the life of a type-writer ribbon. American academic circuit impressed.



5. CRISIS. Is lured onto many modern bodies including UNICEF. Expects the "new dawn" which makes possible round-the-clock, year-round, Nobel Prize Committee greatly impressed.



6. DISASTERS. Is victim of serious accident when Jarrowcraft strikes through the top of the head at the point of a pencil and some bushes. Suffers in stomach. Ambulance men unimpressed.



7. RETIREMENT. Is retired to consume near Windermere. The last of dream parties of Spanish, Roper, driers and secret from Tiberius. Curious the cartoonist rather unimpressed.



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G. Day, MIOB, MCEd,
General Secretary,
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24 Elm Road, Kingswood,
Bristol BS15 2BT.

GETTING THE PRIORITIES RIGHT

By Keith Jennings

The great debate and the Green Paper gave all educators a series of aims against which the effectiveness of their work could be judged and improvements introduced to the teaching-learning process.

But, as Sir Alex Smith, patron of the Institute of Craft Education, reminded this year's annual conference at York, much of the education of young people happens outside the schools, and it is futile to propose aims for education which conflict with their experiences. There would seem to be little point in outlining aims, as in the Green Paper, unless they are consistent with the views of our whole society.

But what is the purpose of education? Are we required to provide for the needs of a citizen for a lifetime? Are we educating for leisure? Are we succumbing to the grand of industry and commerce, only becoming orientated towards vocational rather than general education? Is it true that all too often we are regulating the curriculum and activities to the aspirations and abilities of the able?

Recent events—the Health & Safety at Work Act, the Sex Discrimination Act, the Equal Opportunities Act, the grant debate—suggest that we are caught up in a system which is determined by political manoeuvring for electoral advantage. We are producing cars on the factory floor, when computers operate complex systems and when unemployment is rising it seems right to challenge what is being taught in schools and why.

It does seem, however, that the recent analysis of the curriculum seems to have missed the core of the problem. It is not too far distant future, if technology progresses at its present rate, we will be educating all but a few of our pupils to live in a society which will reject most of their talents.

In these circumstances there must be sympathy with Sir Alex Smith's philosophy, which seems to place importance on the development of man's personal attributes as the main aim of education. His uniting of man's purpose of life is not getting and spending, or competing in even more bitter competition over excessive expectations.

What is important is participation in a process of leading mankind towards a more civilized way of life in which kindness is preferable to hatred, brutality and violence, human dignity to human degradation, sympathy to identity, courtesy to civility, a way of life in which the involvement and fulfilment of people in creative advancement of civilization is preferred to discarding them as unnecessary and leaving them to the indignity of unemployment, underemployment or misemployment.

The choice would seem to be a society in which there is a modest standard of living based on these principles or one in which there is prosperity without them. Do we have the courage, power or wherewithal to influence the choice?

Patrick Nutgens, director of Leads Polytechnic, opening the debate, pointed to the field of craft, design and technology when he suggested that one of the real tasks of teaching skills and concepts was to teach them so well and so thoroughly that it becomes possible to extract from them general principles which can be used and applied in a new situation.

He, like many before him, condemns the theorists who make the assumption that if we do not know how to do a single thing properly we will be in a strong position to change from one job to another. This is an illusion. In a world of uncertainty and change it is reassuring to know how to do something really well.

Unfortunately, we are able to discern this breadth approach in

many of our recent craft, design and technology exams. Indeed, it has been suggested that many of our new level subject exams are by building on or modifying the syllabuses which have already been prepared.

These subjects have been squeezed out of existence at the student level in the past, and we must miss the new opportunities. In any future consideration of exam syllabuses we must take the help of the professionals, on the relative importance of various aspects of the curriculum. A design must be made, for example, on the importance of technology, on the required emphasis of design and craft skills and on the need for design relating to the built environment.

So that we can then devise the teaching which can then develop the relative skills, concepts and bodies of knowledge.

This task of establishing priorities is a mammoth one, as well as the design of the instrument of assessment which will ensure the quality of mastery. But it must be done. For far too long, design and technology have been expanding what is taught and what has to be learnt without any sense of the whole, which, by evolution, are redundant.

Reports from the Design Council, the RIBA, the RCA, industry subject teachers' associations, to name a few, all point to the need for a new kind of assessment in making an honest assessment of school children. The present system is creating and often is failing to ensure that these pupils go forward with the right attitudes and the right talents.

Many people will agree with these sentiments, but are in a position to devise a system of partnership throughout the country between school, employer, higher education and society will effectively satisfy the need.

Keith Jennings is President of the Institute of Craft Education.

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SECONDARY

continued from page 46

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is received from the
London Foreign Allowances
Commission by letter, with cur-
rency and the names and
of reference, to the Admin-
istrator.

**FORDSHIRE
COUNCIL**
The Council of the
FORDSHIRE SCHOOL
has received £1,000 pupils' (1978-79)
from the Government. MATHE-
MATICS, PHYSICS, CHEMISTRY, BIOLOGY, and
C.S.E. The school has a wide
variety of resources
and has its own computer
and has had a number of
large expenses normally
borne by the Government.
The Administrator (the

**OF BRENT
MITTEE
CHERS**

MAY BE POSSIBLE
UNATTACHED
(s.e.) available from
Education (STAFF/
House, 8 Park Lane.

tion forms available from:
Education Officer for Schools,
Towns Hall, Crayford, Kent.
reusable in the School A

ADFO (City of)
EDUCATION COUNCIL
ON-ROLLING SCHOOL
 1978: a
 (Graduate preferred) in
 charge of teaching GERMAN
 at the school. The school
 is in mixed German
 and French. A specialist
 page locally.
 successful applicant will be
 a German or French
 and A levels, and also
 with subsidiary FRENCH with
 fluency of some European
 languages.
 application forms are obtainable
 from the Staffing and Training Unit,
 Education Department, Provincial House,
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 809,

ADFORD (City of)
MUNICIPALITY COUNCIL.
THE MANOR SCHOOL
100A ALESDALE COMPREHENSIVE
ROAD, LEEDS LS6 3QJ.
Offered from September 1978:
to all teachers Graduate per-
sonnel who can offer TEACHING
for a year or less, ENGLISH
and/or French will in-
crease by "O" and "A" level work,
application forms are available
from the British Council.

ned to the Head Teacher, Weymouth
 or National Mission Road, Weymouth,
 Dorset, B013 9PX, by 2nd June
 1995. 20578.TES.

WANT
 (National Borough of)
 WYOMING OF JESUS AND MARY
 1995, 11-18)
 National Road, NW10 4EP
 1995, 11-18)
 money must be required for
 of 1995 only, from September

TIAL or MISTRESS to be
 for the teaching of SPANISH
 from the third year introductory
 to 125.00. O and A

to take home French class-
ability to teach religious Edu-
cation would be an advantage.
Applicants should also
be a member of the
National Alliance of C403 per-
sonnel to be eligible.
Candidates should apply by letter
to the head of the School within
the month of June, enclosing
experience and references,
and a B.A. or reply.

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WOMLEY
and son (Thaddeus) are school
to attend district grade 8 school
low qualifications, experience
and references, obtain
C. Ross Smith.

WOMLEY
and son (Thaddeus) are school
to attend district grade 8 school
low qualifications, experience
and references, obtain
C. Ross Smith.

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GLOUCESTERSHIRE
Qualified full-time **PHIL**
and **IND** in the
SUSSEX from September
1991 onwards. **ONE**
1971 **WIDOWING** and
SISTER.
Rushmore Scale 2 available
and unqualified and experience
also.

Apply immediately by E-mail
and full details of qual-
ifications and experience, names of
referees and telephone number
and e-mailing, to the **CHIEF**
Executive Officer, **SHIRE** Hall, **CH**
141000, self-addressed en-

strong interest in his work teaches. \$8.50 a able teacher.

Apply immediately by the enclosed of the Pacific Avenue, Honolulu, Oahu, 1413 21st, giving time and names of persons making date 1976.

ENCLOSURE

ASSISTANT
THE CENTRAL SCHOOL,
\$8.50 for auxiliary appl
(30)

Received from autumn to
LEACH in late March

National United in Now
 in April. This year and
 the next will be a
 comprehensive intake into
 year. The roll is expected
 to approximately 600 over
 few years.
 Application forms and
 particulars obtainable
 Divisional Education Office
 in Office, Montreal
 100-1100, Montreal, Quebec
 June 1, 1961.

NDNTHA SIFTONSIR
 JUNIOR COUNCIL
 100-1100, Montreal, Quebec
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 100-1100, Montreal, Quebec

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I contacted for September
qualified and experienced
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kindly by letter, each
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within 10 days of the
of this advertisement.

Scale 1 Posts

AVIN COUNTY
UNIONIZATION SCHOOL
Union-Town Road, Little
Horn, 1184 257
opened for September
1st. All of which—
multitude and community
is provided. An interest
playing would be welcome
in the given amount to
be carried out in the
toward the individuals.

Application by letter to
master, as soon as possible
and qualifications and
together with the post

AYON COUNTRY
 AYON STIC 100 P.76A1
 THE CHAIRMAN SHALL BE
 Elected by the Board
 ASSISTANT CHAIRMAN
 shall be elected by the School
 Board and shall be a member
 of the English or Social Studies
 committee.
 Applications by letter
 naming two referees, to

Applications by letter
naming two referees, to
be sent: The Director
General, Towns Road North
Wilted, Wiltshire, Wilt.

CROYDON
Croydon (Hartnell) is
a **GRADUATE SCHOOLS** P
CENTRE
Director Marion Dyle,
Nights 11 and 12th Avenue,
Croydon, Surrey.
A well qualified TE
MANICURE is requir

A well qualified TEACHER, 1978 for the Schools of St. George's, is required on Saturday mornings at the school term.

Application forms obtainable and returnable to the Education Officer, Town Clerk's Lane, Crofton.

Closing date, 26th May.

LOUISE'S
INSISIVE COLLEGE

NSIVE COLLEGE
D, BELFAST, BT12 6RE
September, 1978 :
AD OF
EPARTMEN
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any he obtained by written address, or by telephone 25631 and when contacted or before Friday, June 1, 1967.



**RICHMOND upon
THAMES**
(London Borough of)
SIENE SCHOOL,
Park Avenue, East Sheen
S.S.13 6UT

quired for September 1988, a TEACHER (Specialist) in PHYSICS to the Lower Years in Combined Science being designed in the unit and an interest relating the unit between Science and Technology would, therefore, be an advantage.

There is an 11 to 16 mile residentially situated school grounds close to the town of Llandudno Port.

Forms, footslop, S.A.T. and Director Educational Officer, London Road, Llandudno, LL50 2JH, Tel: 0477 30611, are available to the Headmaster of the school by 29th May.

CHMOND UPON THAM
(London Borough of)

WILTON SCHOOL
11 to 16 Comprehensive
40 pupils (aged)
Primary Head: Wilton
Middlesbrough TW2 6W

Applications are invited
to the following post, available
from September 1990. Salary
London Allowance payable.

**ASSISTANT TEACHER OF
SCIENCE**
(Scale 1)

Applicants must be enthusiastic and good teachers with good subject knowledge of Science as well as of the S.S. life or who may wish to teach NUFFIELD C

First and second year students are excellent individuals, a bulk of five laboratory assistants, excellent recorders and students with photographic experience. The department was supported by good technical assistance.

For the 1965-66 year, S.A. was Director of Educational House, London. He was also a member of the National Council for the Handicapped at school immediately.

reference). To be returned to the Headteacher by 30th May, 1978 (unless otherwise stated). If you require an acknowledgement, enclose S.A.R.

OL (No. 02 rule 1.330)

GERMAN and FRENCH
enroll in the main school.
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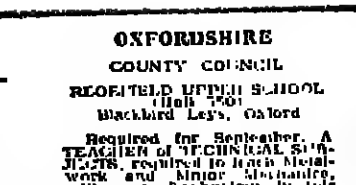
school will become a mixed
from 1930 to September

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established department. The
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teach Netball and Hockey.
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1978: teacher of PHYSICS
associated with courses towards
Foundation as well as C.E.
C.E. (Ordinary). Apply to
C.E. (Ordinary). Apply to
C.E. (Ordinary). Apply to

...small, organized and enthusiastic
...to assist in the many ways
...makes the fullest use of
...modern sports hall
...attractive because of material

100



convenient craftsmanship is sought who would be in charge of the Metalwork Honor and Car Box. The pool could be suit-

[illegible]

W000(W011K (Scale 1)

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Application by letter with curriculum

[illegible]

To join a design and technology team, and to be in charge of a well-equipped workshop. He is a

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1. *Chlorophyll a* and *Chlorophyll b* were determined by the method of Arar and Collins (1971) using a Shimadzu 1010 spectrophotometer. The concentration of chlorophyll was expressed in $\mu\text{g mL}^{-1}$ of the sample.



Cheshire

Application forms (send sac), unless otherwise stated, are obtainable from the Head of the school concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

J. R. G. TOMLINSON M.A.
Director of Education

Required for September, 1978, unless otherwise stated, DEPUTY AND SECOND DEPUTY HEADS

DEPUTY HEAD
Macclesfield Proposed Fillingbrook County High School, (Group 10 Mixed Comprehensive 11-18).
Required for September 1978 if possible or otherwise January 1979. Man or woman with good comprehensive experience. Teaching excellent. Immediate.

The school will open in September 1978 with a small intake of 11-18 year olds and move into new purpose-built premises in Macclesfield in September 1979 when it will receive a full first year mixed comprehensive intake. Application forms and further details available from the District Education Officer, County Offices, Chapel Lane, Wilmslow to whom completed forms should be returned by 30 June 1978 (a.e. locodept). Telephone Wilmslow 22401.

SECOND DEPUTY HEAD
The Hebridean High School, Malpas.
(Group 10, 11-18 Comprehensive School).
Required for September, 1978 or January, 1979 an experienced Headmaster or Headmistress. A candidate with a wide range of experience in the management of the school including C.S.E. and O-levels. Application forms and further details available from the District Education Officer, County Offices, Chapel Lane, Wilmslow to whom completed forms should be returned by 30 June 1978 (a.e. locodept). Telephone Wilmslow 22401.

SENIOR TEACHERS
HEAD OF UPPER SCHOOL (Scale 4)
St Nicholas RC High School, Greenbank Lane, Hurlford, Northwich CV5 1JW.
This is a large, mixed comprehensive school with an all ability intake throughout the school (1800 pupils), full range of external examination courses to C.S.E., O.C.E., 'O' and 'A' levels. To be responsible for the academic and pastoral welfare of the pupils in the upper school (4th and 5th year and sixth form).

HEADS OF DEPARTMENT
HEAD OF MUSIC SCALE 3
Windsford, Woodford Lodge Comprehensive School, Woodford Lane West, Winsford.
This is a large, mixed comprehensive school with an all ability intake throughout the school (1800 pupils), full range of external examination courses to C.S.E., O.C.E., 'O' and 'A' levels. To be responsible for the academic and pastoral welfare of the pupils in the upper school (4th and 5th year and sixth form).

SCALE 2 POSTS AND ABOVE
SECOND IN ENGLISH DEPARTMENT (Scale 2)
Ridgeway High School, Shipbrook Road, Runcorn, Northwich CV5 7DT.
A well qualified and experienced teacher required as 1st or 2nd in the English Department. The successful candidate will be expected to take a full active part in the planning and general administration of the English Department.

ENGLISH SCALE 2
Astonport High School, Ashton Road, Warrington WA4 5PL.
Available for experienced candidate, to teach English throughout the school, up to, and including, 'A' level. The school is situated on a splendid site in North Cheshire with very modern facilities.

RELIGIOUS EDUCATION SCALE 2
St. Mary's Catholic High School, Coppenhall Lane, Eddisbury, Warrington WA4 2JW.
Specialist (second in department) for Roman Catholic, co-educational, 11-18 comprehensive school. Scale 2 available for an enthusiastic and experienced teacher, to teach Religious Education, to whom completed forms should be returned as soon as possible.

GEOLOGY & GEOGRAPHY SCALE 2
Queens Park High School, Queens Park, Chester.
1,300 pupils mixed (100 in sixth form).
Qualified to be responsible for 'A' level Geography and also able to teach New N.B.S. 'A' level Geography. Scale 2 available for an enthusiastic and experienced teacher.

SCALE 1 POSTS
1. METAL WORK
2. HISTORY
3. PHYSICAL EDUCATION AND ENGLISH OR MATHS
Norton Priory Comprehensive School, Costlefields, Runcorn WA7 2NT.
Tel: Runcorn 63621

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ART AND DESIGN—HOME ECONOMICS AREA
Knightsford Community High School, Knightsford Road, Knutsford.
(1,650 Mixed).
To work in a large, integrated Department which also includes Art and Technical Studies. A candidate with a wide range of experience in the management of the school including C.S.E. and O-levels. Application forms and further details available from the District Education Officer, County Offices, Chapel Lane, Wilmslow to whom completed forms should be returned by 30 June 1978 (a.e. locodept). Telephone Wilmslow 22401.

SCIENCE/ENVIRONMENTAL SCIENCE
All Hallows Catholic High School, Brooklands Avenue, Macclesfield.
To develop Environmental Science within the Science Department and to share the teaching of a Science with the Department. Excellent facilities including animal house and greenhouse. Previous applicants need not re-apply. All Hallows Catholic High School is a developing 8/8 form only integrated school (1,650 mixed). The above post is for an additional teacher required for September 1978.

1. FRENCH
2. LATIN
3. HISTORY
4. PHYSICAL EDUCATION
5. MUSIC
6. ART
7. DESIGN
8. HOME ECONOMICS
9. TECHNICAL STUDIES
10. RELIGIOUS EDUCATION

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Sixth Form and Tertiary Colleges

Heads of Department

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SPECIAL EDUCATION

SPECIAL EDUCATION
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CAMBRIDGESHIRE

Work with Young People

Additional staff are required to join an established team working with groups of 4-11 young employees on short, residential courses concerned with their personal development. Linlith Lodge deals with 2,000 young people a year at its Centres in North Yorkshire and the Midlands, and offers a sense of fulfilment within a unique work.

Applicants should ideally have, or be able to gain, a diploma, a degree, teaching, youth work or other professional qualification. Previous experience of youth work or industrial training is also acceptable. Applicants should be good at relating to others and motivated to work within a stimulating and fast moving environment. Salary is commensurate with experience and some meals. Compare with the Burnham Scale 1 for teachers. There are good opportunities for further training and early promotion for those willing to take responsibility.

**Inquiries to David Bowker, Training Manager,
Lindley Lodge, Watling Street, Nrocton, Worke-shire**

EDGWARE AND DISTRICT REFORM SYNAGOGUE

YOUTH DIRECTOR

community of 1,500 families, the synagogue comprises some 700 young people in the 13-18 age group.

The post carries overall responsibility for the development and administration of youth work in the synagogue.

It involves giving guidance in the programming of youth activities, recruiting and providing training courses for voluntary youth workers, encouraging community and welfare projects among young people, and being involved with all matters relevant to the youth of the community.

The work will be carried out in co-operation with the rabbis and the head of the religious school.

The successful applicant will be aged 25 or over, have a sound knowledge of Judaism, hold a professional Youth Work, or other appropriate qualification and have had experience as a professional youth worker.

Salary in accordance with J.N.C. scale 2 plus 1979 and 1977 supplementary payments and London Weighting.

Written application with curriculum vitae should be sent in confidence to the Chairman, Edgware and District Reform Synagogue, 118 Stonogrove, Edgware, Middlesex.

County of Cleveland

SOCIAL SERVICES DEPARTMENT
Temporary

Community Worker
(Neighbourhood Worker)

23891-42414 (Includes supplements)
Under the Urban Aid Programme the Department requires a Temporary Community Worker to work specifically in the Stockton District of the County. The post will be initially for the period to March, 1978, but there is a likelihood of an extension beyond this date.
The person appointed will work from County Headquarters in Middlesbrough, and will be a member of the Neighbourhood Team directly responsible to the Environmental Social Development Officer.
APPLICATION FORMS AND JOB DESCRIPTIONS ARE AVAILABLE FROM THE COUNTY DIRECTOR OF SOCIAL SERVICES, PO Box 91, MARTON, HULLING BOROUGH ROAD, MIDDLESBROUGH, CLEVELAND, TO WHOM COMPLETED FORMS SHOULD BE RETURNED BY 31st May, 1978.

 Social Services

PLAYGROUP ADVISER

(Salary up to £4,657 inc. max.)

The adviser will support and assist the many well established half day and extended day play groups in Islington which form an integral part of the developing urban scene in this lively and up-beat borough.

The person will liaise with other agencies and work in the under five field and advise on the needs and views of play groups, teaching nursery work commu-

which form an integral part of the developing under-
scape in this lively and go-ahead borough.

The person will liaise with other agencies and work in the under five's field and advise on the needs views of play groups.

Relevant experience in teaching, nursery work, community work, etc, would help, but more important is sympathy with the playgroup philosophy.

For informal discussion contact Peggy Miller, 013635, ext. 276.

Application form, job description, etc. from Direct Social Services, 17 Islington Park Street, London. Telephone 01365 3635; ext. 267, quoting reference. Closing date 2nd June, 1978.

Our jobs are open to all races and both sexes.

[illegible]

Gull Technical College.

[illegible]

COUNCIL FOR NATIONAL ACADEMIC AWARDS

ASSISTANT SECRETARY

As a result of the appointment of the present holder to a senior position in an educational institution, applications are invited for the post of Assistant Secretary. The person appointed will have overall responsibilities for Finance, Personnel, administrative and support services and the management of the Council's premises. Some Committee work will also be involved.

Candidates must hold a suitable academic and/or professional qualification and have had administrative experience at a senior level.

The salary on appointment will be within the scale £6,453-£8,220 (main) plus £7,467 including London Weighting. Further particulars of the post may be obtained from the Secretary (AS/FE).

Council for National Academic Awards, 344/354 Grey's Inn Road, London WC1X 8HP.

To whom applications giving details of qualifications and experience and mentioning the names of two referees should be submitted by 31 May, 1978.

ileA INNER LONDON EDUCATION AUTHORITY

School Psychological Service

Principal Educational Psychologist

to be responsible for the organization and conduct of the Authority's school psychological service. There is an establishment for approximately 50 educational psychologists in addition to the principal educational psychologist; this includes some senior posts for specialists and area psychologists.

Applicants should possess good academic and professional qualifications in educational psychology. Salary range: £3,071.00-£10,888.00 including London Weighting and Phase 2 Supplement with possible progress to £11,690.80.

Details and application form from the Education Officer (EO/Estab 2A/1) Room 367, The County Hall, London, SE1 7PS. Please enclose a stamped addressed foolscap envelope.

Forms to be returned by 2 June 1978.

SOCIAL SERVICES DEPARTMENT

WITHERHACK HOUSE INDIVIDUAL CARE UNIT

DEPUTY OFFICER IN CHARGE (EDUCATION)

£4,030-£5,367. (Salary Award Pending)

Sunderland is to open a locally based purpose built Individual Care Unit for 25 boys and girls this year. It will provide facilities for severely disturbed children and will operate a progressive concept by requiring its staff to combine individual care and treatment programmes with family visits and casework. Programmes imply group and individual counselling with monitoring of progress. These objectives are to be aided by high staff ratios and professional supportive services. It is believed that this provision will offer a unique occasion for committed child care practitioners to carry out purposeful measures for the assistance of those children who are admitted with the aim of helping them to make a better adjustment within themselves and the community.

Outlets to include responsibility for all educational programmes, classrooms, teaching staff and class organisational activities. Wide experience including remedial teaching is essential. This is one of two Deputy posts, the other being responsible for the Care Programme.

Both posts together with the Officer in Charge represent the Senior Staff Management team and will jointly formulate each individual care and treatment programme of children admitted to the Unit. Both posts are residential. Separate accommodation is available for the grounds consisting of 3 bedrooms house with garage. Appointed persons required to take up duties as soon as possible.

Generous removal and relocation expenses are available.

Informal enquiries may be made to Ruth Latham, tel. Sunderland 76181 ext. 218, between 1 p.m. and 2 p.m. Full information and application forms obtainable via the Director of Social Services (Stelling Sub-Section), Town Hall and Civic Centre, Sunderland SR2 7DN.

Closing date for returning completed application forms is 2nd June 1978.

Borough of Sunderland

Education for the Handicapped

Deputy Education Officer

The Spastics Society, one of the largest voluntary organisations in the UK, is seeking a Deputy Education Officer to join a small professional team at Head Office.

The Deputy Education Officer will have a support and advisory role in the Society's educational establishments, and in particular our three further education colleges, which cater for cerebral palsied students, in the low average ability ranges. He/she will also be involved in researching and writing education reports, attending management committee meetings, etc.

The successful candidate will have special education experience at a senior level, preferably with physically handicapped students in the lower ability ranges. Although based in London, some travelling throughout England and Wales will be involved. Salary will be £5,500 per annum (review in July) and conditions of employment are attractive. Please telephone for further details and an application form to Janet Oursell, The Spastics Society, 12 Park Crescent, London W1N 4EO. Tel: 01-636 5020.

The Spastics Society

ISLE OF WIGHT COUNTY COUNCIL

Careers Officer

Salary on a scale rising to £3,702 per annum plus supplements.

The successful applicant (male or female) will be expected to undertake the full range of duties including liaison with industry and Careers guidance with pupils of all levels of ability in High Schools and possibly independent schools. Every opportunity will be given to broaden experience.

Applicants must hold a professional qualification for the Careers Service. Possession of a car and current driving licence is essential to the appointment and a car allowance will be paid.

Assistance will be given with relocation expenses where appropriate.

For an application form and job description contact the County Personnel Officer, County Hall, Newport, Isle of Wight.

Closing date: June 2, 1978.

South Eastern Education & Library Board

NORTHERN IRELAND DEPUTY CHIEF OFFICER

Applications are invited for this newly established post from graduates, or persons of equivalent status, with teaching and relevant administrative experience at a senior level with a Local Education Authority.

The Board is the education and library authority for a semi-rural area of the Province comprising the Districts of Ards, Carrickfergus, Down, Lisburn and North Down. The area is one of growth with an increasing population which at present is in the region of 320,000. Approximately 65,000 children and young people are in full-time attendance at 245 schools and institutions of Further Education in the Board's area which is also served by 21 Branch Libraries. In addition to teachers, the Board employs approximately 3,700 persons in full or part-time positions.

The salary for the post will be 75 per cent of the salary for the post held by the Chief Officer, however, affected by the Government's pay policy and the current scale for the post will be £8,388-£9,708 (inclusive of supplements where appropriate).

Applicants should send further information about the post to the Director of Education, South Eastern Education and Library Board, 18 Windsor Way, Belfast BT1 1BB. Completed applications should be sent to the Director of Education by 2 p.m. on Friday 2nd June. Interviews will be held on 6th June.

CAREERS OFFICER (OLDER/ABLE PUPILS)

£4,050 to £4,795 ASHFORD

Candidates should have a degree or equivalent qualification and be qualified for and experienced in the work of the Careers Service. This experience should be sufficient to enable the successful applicant to advise pupils and students attending to pursue GCE 'A' level courses at schools and colleges in the North Surrey Area.

Our milligram and substance programmes are payable together with generous education expenses in approved cases.

Further details and application form from the County Education Officer (reference CS/JP), County Hall, Kingston upon Thames, Surrey KT1 2OJ. Telephone: 01-846 1850, extension 3484. Closing date: 10 days after appearance of advertisement.

SURREY COUNTY COUNCIL

Royal County of BERKSHIRE

SENIOR EDUCATION OFFICER

£7,654 to £8,185

Applications are invited from good honours graduates with teaching experience and senior administrative responsibility in a large education department. This post carries responsibility for all Primary Education and welfare services throughout the county. Application forms and further particulars obtainable from the

Director of Education, Kannel House 80/81, Kings Road, Reading, Berkshire RG1 3PL (for the attention of C. Hennessy). Telephone Reading 55981, extension 124. Closing date: June 9, 1978.

Chief Adviser

Soulbury Scale (equivalent Burnham Group 12 Headship)

Applications are invited from well qualified and experienced persons for this appointment as Head of the County Education Advisory Service.

Further details may be obtained from the Director of Education, Derbyshire County Council, County Offices, Matlock. Applications should be returned by Wednesday, June 7, 1978.

Derbyshire

NEIGHBOURHOOD HOUSING SERVICES LTD.

A secondary co-operative owned and controlled by a number of housing co-ops in Liverpool is looking for

EDUCATION OFFICER

who will be responsible for the provision of information services to the members of affiliated co-ops, for the design and maintenance of educational programmes that enable members to exercise informed and skilled control over their housing, and for the servicing of each co-op by the production of written and visual aids.

The person appointed for this challenging job may have some knowledge of housing matters but more important should be skilled and imaginative in the use of educational techniques.

Starting salary: £4,000-£4,400 (Scale)

Penal Scheme

Further details and application forms can be obtained from Peter Jones, Chief Executive, Neighbourhood Housing Services Limited, 101 Milgrave Street, Liverpool L10 2TD. Closing date for applications: 26th May 1978.

Child Care

DORSET
HARLES LAM SCHOOL MODEL
Applications are invited from suitably qualified persons for the post of Deputy Head of the school. The successful candidate will be responsible for the day-to-day running of the school and will be expected to have a good knowledge of the school's curriculum and to be able to work closely with the Headmaster and the staff.

TAVISTOCK CLINIC

DEPARTMENT FOR CHILDREN

SENIOR CLINICAL PSYCHOLOGIST

This part-time post, available from September 1978, is suitable for either an experienced educational psychologist or a clinical psychologist with special experience in working with children. The successful candidate will be expected to have a good knowledge of the school's curriculum and to be able to work closely with the Headmaster and the staff.

Educational Psychologists

CALDERDALE
EDUCATIONAL PSYCHOLOGIST
Applications are invited from suitably qualified persons for the post of Educational Psychologist. The successful candidate will be responsible for the day-to-day running of the school and will be expected to have a good knowledge of the school's curriculum and to be able to work closely with the Headmaster and the staff.

Examiners

ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD

The Board invites applications for the post of Examiner in the following subjects: English, Mathematics, Science, History, Geography, Modern Languages, Music, Art, and Physical Education. The successful candidate will be expected to have a good knowledge of the subject and to be able to work closely with the Headmaster and the staff.

University of London

University Entrance and School Examinations Council
General Certificate of Education Examination

The Council invites applications for the following appointments:

Chief Examiners June 1981 and January 1982

Advanced level
Art (Weaving and Fabric Printing), Chemistry, Chemistry (Nuffield), Computing Science, Environmental Studies, Mathematics and Physics Practical.

Ordinary level
Art (Weaving and Fabric Printing), British Constitution, Chemistry (Nuffield), Design and Technology, Geography, German, Greek, Greek Literature in Translation, Mathematics Syllabus C, Physics and Russian.

Alternative Ordinary level
Additional Mathematics.

Assistant Examiners from June 1979

Advanced level
French and Music.

Ordinary level
Principles of Accounts, Art, Chemistry, Design and Technology, Engineering Science, History, Mathematics and Physics.

Ordinary and Advanced levels
Biology, English Language and Literature and Geography.

Assistant Oral Examiners

French and German (especially from applicants resident in the London area, Home Counties, Humberside and North Yorkshire).

Italian (especially from applicants resident in Cornwall, Devon, Essex, Hampshire and Isle of Wight).

Russian (Cornwall, Essex, Hampshire, Kent, London and Surrey).

Spanish (Berkshire, Cornwall, Devon, East Sussex, Hampshire, Isle of Wight, Kent, London, Somerset, Surrey, Sussex, Essex and Northern Ireland).

Spoken English (East Sussex, Hampshire, Kent, London, Surrey, West Sussex and Essex).

Applicants should be graduates or hold appropriate qualifications and should be between the ages of 25 and 65 with three years recent teaching experience. Experience in GCE examining would be an advantage for Chief Examiner applicants.

Application forms and particulars of remuneration, conditions of appointment and duties may be obtained from the Secretary to the University Entrance and School Examinations Council, University of London, 65-72 Gower Street, London WC1E 6BE, to whom completed forms should be returned not later than 9 June, 1978. Applicants should state subject and post in which they are interested and enclose a self-addressed label.

CAMBRIDGESHIRE EDUCATION AREA

Applications are invited from suitably qualified persons for the post of Deputy Head of the school. The successful candidate will be responsible for the day-to-day running of the school and will be expected to have a good knowledge of the school's curriculum and to be able to work closely with the Headmaster and the staff.

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DEPARTMENT FOR CHILDREN

SENIOR CLINICAL PSYCHOLOGIST

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Examiners

ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD

The Board invites applications for the post of Examiner in the following subjects: English, Mathematics, Science, History, Geography, Modern Languages, Music, Art, and Physical Education. The successful candidate will be expected to have a good knowledge of the subject and to be able to work closely with the Headmaster and the staff.

University of London

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General Certificate of Education Examination

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Additional Mathematics.

Assistant Examiners from June 1979

Advanced level
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Ordinary level
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Italian (especially from applicants resident in Cornwall, Devon, Essex, Hampshire and Isle of Wight).

Russian (Cornwall, Essex, Hampshire, Kent, London and Surrey).

Spanish (Berkshire, Cornwall, Devon, East Sussex, Hampshire, Isle of Wight, Kent, London, Somerset, Surrey, Sussex, Essex and Northern Ireland).

Spoken English (East Sussex, Hampshire, Kent, London, Surrey, West Sussex and Essex).

Applicants should be graduates or hold appropriate qualifications and should be between the ages of 25 and 65 with three years recent teaching experience. Experience in GCE examining would be an advantage for Chief Examiner applicants.

Application forms and particulars of remuneration, conditions of appointment and duties may be obtained from the Secretary to the University Entrance and School Examinations Council, University of London, 65-72 Gower Street, London WC1E 6BE, to whom completed forms should be returned not later than 9 June, 1978. Applicants should state subject and post in which they are interested and enclose a self-addressed label.

JOINT MATRICULATION BOARD

EXAMINATIONS COUNCIL
1979 H.C.E. examinations
Applications are invited from suitably qualified persons for the post of Deputy Head of the school. The successful candidate will be responsible for the day-to-day running of the school and will be expected to have a good knowledge of the school's curriculum and to be able to work closely with the Headmaster and the staff.

TAVISTOCK CLINIC

DEPARTMENT FOR CHILDREN

SENIOR CLINICAL PSYCHOLOGIST

This part-time post, available from September 1978, is suitable for either an experienced educational psychologist or a clinical psychologist with special experience in working with children. The successful candidate will be expected to have a good knowledge of the school's curriculum and to be able to work closely with the Headmaster and the staff.

Educational Psychologists

CALDERDALE
EDUCATIONAL PSYCHOLOGIST
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Examiners

ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD

The Board invites applications for the post of Examiner in the following subjects: English, Mathematics, Science, History, Geography, Modern Languages, Music, Art, and Physical Education. The successful candidate will be expected to have a good knowledge of the subject and to be able to work closely with the Headmaster and the staff.

University of London

University Entrance and School Examinations Council
General Certificate of Education Examination

The Council invites applications for the following appointments:

Chief Examiners June 1981 and January 1982

Advanced level
Art (Weaving and Fabric Printing), Chemistry, Chemistry (Nuffield), Computing Science, Environmental Studies, Mathematics and Physics Practical.

Ordinary level
Art (Weaving and Fabric Printing), British Constitution, Chemistry (Nuffield), Design and Technology, Geography, German, Greek, Greek Literature in Translation, Mathematics Syllabus C, Physics and Russian.

Alternative Ordinary level
Additional Mathematics.

Assistant Examiners from June 1979

Advanced level
French and Music.

Ordinary level
Principles of Accounts, Art, Chemistry, Design and Technology, Engineering Science, History, Mathematics and Physics.

Ordinary and Advanced levels
Biology, English Language and Literature and Geography.

Assistant Oral Examiners

French and German (especially from applicants resident in the London area, Home Counties, Humberside and North Yorkshire).

Italian (especially from applicants resident in Cornwall, Devon, Essex, Hampshire and Isle of Wight).

Russian (Cornwall, Essex, Hampshire, Kent, London and Surrey).

Spanish (Berkshire, Cornwall, Devon, East Sussex, Hampshire, Isle of Wight, Kent, London, Somerset, Surrey, Sussex, Essex and Northern Ireland).

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THE LAW SOCIETY

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Durham County Council Education Department

SENIOR SPECIALIST EDUCATIONAL PSYCHOLOGIST

Southey Salary Scale, Burnham, Head Teacher 9, £7,699-£8,373 per annum.

Applications invited for post of senior specialist educational psychologist dealing with Social Service Department - focused work.

Applications will only be considered from graduates holding a good honours degree in Psychology and an approved postgraduate qualification in educational psychology who have qualified experience in teaching and as a fully qualified educational psychologist.

Honorary available in new towns of Peterlee and Newton Aycliffe. For User Allowance.

Further particulars and form of application (to be returned by 3rd June, 1978) from the Director of Education, P.O. Box, County Hall, Durham DH1 1SU, on receipt of a stamped addressed foolscap envelope.

Durham County Council Education Department

DISTRICT EDUCATIONAL PSYCHOLOGIST

Applications are invited for the post of District Educational Psychologist in well-established County Psychological Service Teams (locality). Post includes responsibilities in schools, child guidance centres and some hospitals as well as pre-school children. Work in collaboration with colleagues in area health authority and in education and social services departments of local authority.

Commence salary for fully qualified officer dependent upon experience in field but not less than £3,500-£7,575 per annum. County also has a Development Scheme open to operation. Although experience is not essential, a good knowledge of educational psychology, the County also has a Development Scheme open to operation. Although experience is not essential, a good knowledge of educational psychology, the County also has a Development Scheme open to operation. Although experience is not essential, a good knowledge of educational psychology, the County also has a Development Scheme open to operation.

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UNIVERSITY OF LONDON

Moderators

The University Entrance and School Examinations Council is looking for Moder

